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AUTHOR Luckhart, Anne F.
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ABSTRACT

This practicum was designed to improve the congruency of resources, activities, and assessment strategies in intermediate-level language arts programs with a holistic process-oriented perspective on literacy development. Taking place in a large public elementary school in Vancouver, Canada, the practicum's goals were: (1) to implement "literature-based" programs in several classes; (2) to nurture lifelong reading habits by improving students' attitudes toward reading and increasing the number of books read; and (3) to foster among teachers a commitment to a holistic approach to literacy development and to instructional practices congruent with this perspective. Literature-based language arts programs were implemented, emphasizing student choice of texts; more varied and creative personal responses to literature; a broader range of assessment practices including portfolios, response journals, self-evaluations, and individual development profiles; integration with other subject areas; liaison with the library and librarian; parent education; and enrichment activities using a variety of media. The following activities were conducted: class newsletters were sent home, implementation of a daily Home-School Book in which students shared their school activities and experiences; creation of bulletin board displays to advertise the holistic approach to literacy development; provision of a literature review to school staff; presentations to parents and teachers on program organization and instructional practices; and development and administration of the evaluation components of the practicum. Results were positive from students, teachers, and parents. (SR)

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Improving Congruency of Resources/Activities/Assessment in Intermediate-Level Language Arts Programs with Current Knowledge of Literacy Development

By

Anne F. Luckhart

Cluster XXVIII

A Practicum II Report Presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

JUNE, 1990

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: _____

George Rooney
Principal
Charles Dickens Elementary School
Vancouver, B.C. Canada

Date: _____

This practicum report was submitted by Anne F. Luckhart under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 22, 1990
Date of Final Approval of Report

Wm. W. Anderson
Dr. William W. Anderson

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ABSTRACT

Improving Congruency of Resources/Activities/Assessment in Intermediate-Level Language Arts Programs with Current Knowledge of Literacy Development. Luckhart, Anne F., 1990. Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood.

Descriptors: Literacy/Reader Response/Reading Writing Relationship/Literature Appreciation/Reading Attitudes/Reading Programs/Language Arts/Instructional Materials/Student Evaluation/Holistic Evaluation/Portfolios/Self-Evaluation/Parent School Relationship/Nongraded Instructional Grouping/Student Centered Curriculum/Educational Change/Elementary Education

This practicum was designed to improve the congruency of resources, activities, and assessment strategies in intermediate-level language arts programs with a holistic process-oriented perspective on literacy development. The first goal was to implement "literature-based" programs in several classes. The second goal was to nurture lifelong reading habits by improving students' attitudes towards and interest in reading and increasing the number of books read. The final aim was to foster among intermediate-level teachers a commitment to a holistic approach to literacy development and to instructional practices congruent with this perspective.

The writer in collaboration with several teachers helped to implement literature based language arts programs emphasizing the following: student choice of texts; more varied and creative personal responses to literature; a broader range of assessment practices including portfolios, response journals, self-evaluations, and individual development profiles; integration with other subject areas; liaison with the library and librarian; parent education; enrichment activities using a variety of media. The writer sent home class newsletters; implemented a daily Home-School Book in which students shared their school activities and experiences; created bulletin board displays to advertise the holistic approach to literacy development; provided a literature review to school staff; made presentations to parents and teachers on program organization and instructional practices; developed and administered the evaluation components of the practicum.

The results of the practicum were positive. Analyses of the data revealed that 7 out of 10 students displayed improved attitudes toward reading. All participating students read completely 10 or more books and used 10 or more different types of portfolio (written) and performance (oral) responses. Interviews with staff suggested a continued commitment to using a holistic approach and an interest in improving and extending the current language arts programs. Of forty-three parent respondents, 7 out of 10 agreed that class newsletters and Home-School Books were helpful to them in understanding the program philosophy and its related activities and that reporting procedures provided them with clear, descriptive, and detailed information about their child's individual progress.

CHAPTER 1

INTRODUCTION

Description of Community

The writer's work setting is a large, urban public elementary school with a population of 615 students. The school consists of two contrasting buildings - a main school of red brick built in 1912 and a wood-frame annex built in 1971 using an open area plan. The school is located in a Canadian coastal city of 500,000 people which is currently experiencing a wave of immigration from Asia, in particular from Hong Kong, India, and the Philippines.

The neighborhood surrounding the school is presently in transition because of the dramatic change in ethnic mix. Since the turn of the century, this community has been predominantly a white, working class, English-speaking area. Then, in the past decade, Chinese, East Indians, and Eastern Europeans have bought the relatively inexpensive houses in this established neighbourhood. Because there is no room for more housing and zoning restrictions apply to the construction of multi-dwellings such as duplexes and apartment buildings, many houses in the area contain illegal suites. According to the most recent Canadian Census (1986), today in this community 50% of the residents speak English, while 50% speak unofficial languages of which Chinese (23%), Punjabi (4%), and Vietnamese (3%) are most common. As well, the average family income is $28,806 and often derived from work in the service and construction industries. 28.6% of the

families are designated as "low income". Because this residential area is bounded by main city thoroughfares with heavy commercial development, problems involving traffic, vandalism, and theft are frequently reported (Vancouver Local Areas, 1986).

According to the principal, the students attending this school have some unique characteristics. First of all, more than 50% of the children are designated as ESL or having English as a Second Language. Secondly, about 5% of the students have come from Asia as "boat people". The principal suggests that the past trauma they have experienced combined with their isolation in the community because of cultural disadvantages, particularly in the area of language, often leads to frustration which explodes into physical fights at school. As well, 2% of the pupils are Native students who often have come from more remote parts of the province and have some difficulty adjusting to a larger community. Lastly, the principal mentioned that the pupil population is unique in that 10% of the students are enrolled in five special district classes located at the school. Two of these are a junior and senior ESL class for new immigrant arrivals; the other three are communications classes for students with severe disorders in the processing and performance of oral and written language.

A child-centered, humanistic, statement of school philosophy was developed and espoused by last year's staff at both the primary and intermediate levels. To help achieve these philosophical goals, the majority of the staff voted to restructure the organization of the main school from straight grade classes to multiage groupings taught by teams of two teachers working with two of three different age levels simultaneously. In the staff's view, this multiage organization would allow for: flexible grouping of children according to interests, learning styles, or abilities; a lengthened relationship with teacher(s) for a two or three-year period to provide stability, security, and instructional continuity; enriched curriculum studies because of the wider range of interests, experiences, and abilities; the establishment of a co-operative rather than competitive learning environment; the development of a close, "family-like" classroom climate.

During meetings held in the school year of 1988-1989, the staff also displayed interest in and made a verbal commitment to instructional approaches based on co-operative learning strategies and the "whole language" principles. As a group, they decided to devote two of their professional development days in this school year to workshops on co-operative learning.

The school staff consists of thirty teachers, a principal, vice-principal, and annex head. Throughout a fifteen year administrative career, the principal has been dedicated to innovation as a means of fostering positive changes within schools. He implemented a multiage organization in his previous school, founded a district-wide staff development program on the "Elements of Instruction", and possesses both theoretical and practical expertise in improving instruction through co-operative learning and peer coaching. His breadth of experience and knowledge, his commitment to young people, his enthusiasm for instructional improvement, and his advocacy for democratic decision-making by a staff all combine to make him an outstanding educational leader.

The teachers with experience ranging from 1 to 27 years have been trained at local or national universities and all hold college degrees. This year eleven staff members were new to the school. They replaced those transferring teachers who were unsettled by or unhappy with the majority's decision to adopt a multiage grouping organization. The incoming staff members were hand-picked by the principal after interviews with each and classroom observations of their teaching.

The education programs offered within the multiage classes followed provincial guidelines and goals for primary and intermediate students. However, specific content areas, methodologies and learning materials/activities were determined by each teaching team.

Writer's Work Setting and Role

The writer team teaches fifty 10 to 13 year olds in two large, connecting classrooms situated in the basement of the main school. Along with her partner, she provides instruction in and learning activities for all subject areas except physical education and music.

As well, the writer has provided expertise in and support for the implementation of this school-wide multiage organization because of her strong background in this area. First of all, she has taught multiaged classes for eighteen years in five different schools. Secondly, the writer has helped to develop continuous progress philosophies, team teaching practices, and curriculum studies for "family-grouped" classes. Lastly, related professional development activities such as process writing, co-operative learning, thematic integrated approaches to curriculum, peer coaching, and elements of instruction have enabled the writer to establish and enrich a series of successful multiaged classrooms.

Since a stated goal at both the school and district level was related to the establishment of a whole language approach to reading and writing instruction, the writer also has modelled and encouraged, in the intermediate years, classroom practices congruent with this view of literacy development.

In conclusion, the writer's academic credentials include a Bachelor's degree in English and Classical Studies and a Master's degree in Educational Administration. She is currently enrolled in a Doctoral program emphasizing Early and Middle Childhood Education.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the writer's new school, there had been a stated commitment to the whole language philosophy of literacy development for the past two years. This approach was also recommended and supported by the local school district and the provincial Ministry of Education. However, in the writer's view, this perspective on language and writing instruction had been implemented more successfully at the primary levels than in the intermediate years.

The holistic, process-oriented approach to literacy development is based on the belief that young children everywhere acquire language both oral and written incidentally through real use rather than through practice of its separate parts (Goodman, 1986). Language is viewed as a critical tool for constructing meaning and achieving purposes (Altwerger, Edelsky, & Flores, 1987).

Furthermore, the previously mentioned authors discuss how certain classroom practices follow from this process-oriented perspective. Some of these important practices are: real reading and writing, not practice exercises; emphasis on a broad range of literature; writing for a variety of purposes; parent involvement; content areas (eg. socials, science) providing situations in which real reading and writing can occur; assessing students by "documenting growth in children's actual work rather than comparing scores on work substitutes" (Altwerger et al., p. 145).

In the writer's school at the intermediate level, the reading program lacked balance and versatility. Students frequently read stories in a basal text related to their ability level and/or completed sets of novels prescribed for their grade. To reinforce reading skills, students used workbooks and/or completed teacher-prepared materials. Also, students did not utilize the school library as a primary resource center for a wide range of reading materials. Furthermore, students' performance and progress were assessed primarily through summative forms of evaluation which emphasized end products such as completion of written assignments, scores on teacher-made and/or standardized tests, participation in class discussions, and demonstrated oral reading ability. Lastly, the students' parents were not given information throughout the year about the language arts' program nor involved in its related activities.

As already mentioned, the principal of the school was committed to instructional improvement. He believed that the implementation of effective instructional approaches such as co-operative learning and whole language could be enhanced by employing a team teaching approach within the staff. The writer was hired because of her team teaching experience, her proven skills in working with multiaged classes, and her strong interest in a collaborative project which would put the principles of a holistic, process-oriented approach to literacy development into actual practice in three or four classes at the intermediate level.

With the successful implementation of this project and improvement in the problem, the writer expected several outcomes. Firstly, students would be reading a wider range of literature often of their own choice. Secondly, students would be given frequent opportunities for more varied and creative personal responses to reading materials. Next, the school library would be used as the primary resource center for reading materials. Furthermore, students' reading development would be evaluated by an increased number of assessment methods and instruments. More emphasis would be placed on evaluation methods that could be described as formative, process-oriented, developmental,

collaborative, or self-evaluative. Lastly, students' parents would be more knowledgeable about the classroom language arts' program.

Briefly stated then, the problem was: In many of the intermediate level classes at the writer's school, the reading program did not reflect the current knowledge of literacy development processes in terms of its resources, activities, and assessment practices.

Problem Documentation

The writer provided one source of hard data to support the existence of the local problem. In June of 1989, the writer designed a survey in an attempt to determine the reading program components and assessment practices in the intermediate classes at her new school.

The survey consisted of eleven statements regarding reading materials and assessment practices to which the intermediate staff were asked to respond by circling one of four choices (frequently, sometimes, rarely, never) that best described the degree of use in their reading program. Participation in the survey was voluntary. Of the eighteen surveys distributed, fourteen were completed and returned to the writer (Refer to Appendix A for sample and results).

In brief, the results from the teacher survey were:

- 10 out of 14 teachers frequently or sometimes used basal texts related to students' reading ability.
- 10 out of 14 teachers frequently or sometimes used workbooks and/or teacher-prepared materials to reinforce reading skills.
- 12 out of 14 teachers frequently or sometimes used sets of novels prescribed by the Ministry of Education for a particular grade level.
- 9 out of 14 teachers rarely or never used school library books as the basis of their reading programs.

- 10 out of 14 teachers frequently or sometimes used students' written answer to comprehension questions to assess reading performance.
- 13 out of 14 teachers frequently or sometimes used students' participation in class and group discussions to assess reading performance.
- 8 out of 14 teachers frequently or sometimes used scores on tests (teacher-made and/or standardized) to assess reading performance.
- 11 out of 14 teachers frequently or sometimes used students' oral reading to assess reading performance.
- 6 out of 14 teachers frequently or sometimes used student oral presentations to assess reading performance.
- 10 out of 14 teachers rarely or never used students' self evaluations to assess reading performance.

From these results, one could not assume that the current reading programs were lacking in legitimacy or effectiveness and that the reading materials and assessment methods used constituted inappropriate pedagogical practice. To the writer, the data did suggest that the range of reading materials, activities, and evaluation strategies could be broadened to improve its congruence with a holistic, process-oriented perspective on literacy development. Furthermore, the writer was concerned by the responses that appeared to substantiate an infrequent use of library books as the basis of reading programs.

Causative Analysis

There were several probable causes of the stated practicum problem. First of all, among the staff there was a wide range of familiarity with current knowledge of literacy development processes and varied backgrounds of experience and training in designing and

implementing language arts programs with a broader range of reading materials and student activities.

Secondly, some staff members might not have been aware of alternate assessment procedures and instruments which could be utilized to document and monitor students' progress in their development of literacy. Last year, there appeared to be a tendency to evaluate pupil performance on a rather limited basis through such means as the completion of prescribed grade level materials and associated comprehension exercises, by scores on tests (teacher-made and/or standardized), by oral reading skills, and by participation in class and group discussions.

Another possible cause of the practicum problem was that the librarian and library resources had not been utilized as key components of the classroom reading programs. Perhaps, basal readers with their associated prepared materials (e.g. comprehension questions, skill workbooks) and prescribed sets of graded novels had been too readily available to the exclusion of a richer variety of children's literature available in the school's library.

Lastly, many teachers at the intermediate level had to plan and instruct in several subject areas and over two or three grade levels. Lack of time might have inhibited their opportunities for gaining current knowledge about literacy development processes, for reflecting on its implications in terms of instructional practice, and for actually implementing a broader range of resources, activities, and assessment practices in their language arts' programs.

Relationship of the Problem to the Literature

The first section of this literature review will examine the concept of literacy. Literacy will be defined and its importance and purposes considered. Also, the history, theory, and instructional implications of the two main approaches to literacy development

espoused in this century will be described briefly. The second part of the review will present and discuss literature directly related to the practicum's problem.

Definitions of Literacy

Routman (1988) writes about the need for "active literacy" which she feels broadens the traditional definition of literacy as the functional ability to read and write. She states:

> genuine literacy implies using reading, writing, thinking, and speaking daily in the real world, with options, appreciation, and meaningful purposes in various settings, and with other people. An actively literate person is constantly thinking, learning, and reflecting, and is assuming the responsibility for continued growth in personal literacy. (p. 15)

Smith (1989) also suggests that learning the basic skills of reading and writing without appreciating their potential is not true literacy. If individuals do not use these skills of their own free will outside the context of school, in his opinion, they have not achieved literacy. Smith argues, "Literacy is not a set of skills or a finished state; it is an attitude toward the world. A literate attitude makes learning to read and write both possible and productive" (p. 355).

Smith (1988) suggests that literacy is best achieved through demonstration and collaboration. Children will learn to read and write effectively if at an early age they are admitted as members to the "literacy club" (p. 2) composed of their family and friends. The language learning that takes place in these clubs is meaningful, purposeful, ongoing, and easy. As well, language is acquired incidentally in social collaboration with more expert members of the club rather than through formal instruction. Lastly, Smith asserts that children in a "literacy club" learn vicariously from watching and listening to those members they wish to emulate in an environment "free of risk" (pp. 6-9).

Smith (1989) believes that the importance of literacy is twofold. Firstly, reading and writing enhance the power of imagination and extend its limits in the areas of "comprehension, reasoning, learning, and remembering" (p. 357). Secondly, literacy empowers individuals not only by transforming their ideas and raising social consciousness but also by giving people a way to set forth their thoughts and express their social awareness.

Two Perspectives on Literacy Development Processes

In this century two views of literacy development processes have been promulgated, each of which has made a profound impact on reading and writing instruction. One is the mechanistic, technological, skills approach to literacy development; the other is the holistic, process-oriented approach.

In the 1920s there was a strong belief that scientific methodology should be applied to the teaching of reading to ensure literacy for all Canadian and American school-age children. "This 'scientism' coincided with an upsurge of behaviorism in psychology and logical empiricism in philosophy. Specificity, sequence, and quantification became the watchwords of American education" (Goodman, Smith, Meredith, & Goodman, 1987, p. 200).

The theory on which this technological approach is based is that the process of reading is learning to identify words through phonics or by acquiring a vocabulary of sight words. Words must be learned first and then read in phrases or sentences to create text holding meaning. William Gray (1987) was a proponent of this approach and helped to develop the basal reader as a tool for the efficient teaching of reading. From the 1920s to the 1960s basal readers were the most important component of classroom language arts' programs (Goodman et al., 1987).

The characteristics of basal readers reflect the technological, mechanistic approach's emphasis on word recognition as the foundation for learning to read. Basal readers are

graded texts with controlled vocabularies. Skill hierarchies are provided at each level outlining the necessary phonics and word-attack skills to be mastered. Each child is given a workbook in which relevant skills are practiced and reinforced. Pupil progress is monitored regularly through readiness, achievement, and diagnostic tests related to the skills introduced in the readers. Goodman (1987) suggests that this emphasis on skill hierarchies and the associated testing led to a "neglect of teaching writing" (p. 201), particularly in the elementary schools.

In contrast, the holistic, process-oriented approach to literacy development takes the view that language development is best served when it is integrated into the curriculum rather than being isolated as an instructional subject or being analyzed for its component skills. Wagner (1985) states, "Integrating the language arts means providing holistic, natural learning situations in which reading, writing, listening, and speaking can be developed together for real purposes and real audiences" (p. 357). She suggests that three types of studies support learning language through use in meaningful contexts. Firstly, studies of first language acquisition reveal children not as "passive imitators" but as "active agents constructing their own coherent views of the world" (p. 358). Secondly, studies in emergent literacy show young children searching for "pattern and meaning" in both oral and written language. Lastly, classroom research also supports the integration of the language arts in demonstrating that the "development of writing and reading are rooted in oral language" (p. 359).

The holistic, process-oriented approach to literacy development has its roots in the science of psycholinguistics, the philosophy of humanism, and the psychology of Dewey, Piaget, and Vygotsky. The key beliefs of the psycholinguistic perspective, emerging in the 1960s, are: oral and written language forms are parallel to one another; each form has a productive/presentational process (speaking, writing) and a receptive process (listening, reading); thought and language interact with one another; language processes can be described as both personal and social (Goodman et al., 1987, p. 202).

The work of Piaget contributed to this process-oriented approach. Piaget viewed the child as constantly attempting to make meaning of the world through the processes of assimilation and accommodation. Language helped to translate what the young person already understood and promoted his/her social interaction. Also, Vygotsky held the view that thought and language develop in a collaborative, supportive, social environment where "verbal intercourse with elders is a powerful factor" (Goodman et al., p. 203). Lastly, the work of John Dewey can be recognized in this approach to literacy development. Dewey was interested in the idea of an organism actively experiencing and adjusting to an environment and the mind emerging and developing as a result of these interactions. Language was central to this transactional process of "coming to know" because it allowed the experience to be "interpreted and intellectualized" (Goodman et al., p. 203).

This more modern view of the literacy development process has in this decade been called the "whole language" approach. Kenneth and Yetta Goodman have developed this whole language philosophy in which "literacy is seen as a natural extension of the child's language development" (Fox, 1986, p. 679) and have categorized its key principles related to the reading process, the teaching and learning process, and the instructional process. Principles related to the reading process include the belief that comprehension of meaning is always the goal of speaking and writing. Among the principles of teaching and learning are the statements that both in and out of school, language learning is the same, that literacy is developed through functional use, and that an atmosphere must be created in which risk-taking is encouraged. Furthermore, the principles related to instruction indicate that the materials read in school must have the characteristic of "whole, real, functional language" and that isolated exercises which dissect language into bits and pieces have no place in the program (Goodman et al., 1987, pp. 247-248). These authors assert:

> Learning, using this holistic approach, is seen as making sense of the real world, finding order in it, and solving the problems of coping with it. Thus, learning involves no sequence of parts adding up to wholes—no

> string of skills and subskills to be mastered before productive reading and writing may take place, This approach relates to the view of the learner as a whole person actively seeking to understand and organize the world using everything already known to support further learning. The whole language approach thus always expands on what the learners already know, on current needs, and on intrinsic motivation. (p. 398)

Influence of Holistic Perspective on Instructional Practices

In conclusion, many educators are being influenced by the holistic, process-oriented perspective on literacy development and are considering its implications for the teaching of reading and writing. Assumptions based on the technological approach, particularly the use of graded texts and workbooks for drill, are being de-emphasized, being challenged, or gradually changing. Kline (1988) suggests that the new trends in literacy development should be reflected in instructional practice by focusing on comprehension strategies, by providing a wider range of reading materials than just basal texts, by increasing the time for independent reading of student-selected materials, and by giving more opportunities for combining or integrating the language arts (p. 1).

In the writer's opinion, it is tempting for educators to choose between the two approaches to literacy development and to become polarized or extreme in their views about the assumed merits or disadvantages of each. Suhor (1987) cautions us against "orthodoxies in literacy education" and "zealous, ideological responses" (p. 417) because they are divisive and damaging to the teaching profession. Instead, he encourages a moderate and reflective stance when examining research and practice related to literacy development. He states, "Although an extremist view is not necessarily a false view, the profession would do well to guard against bearers of certitudes, their wiles and wit, and, not uncommonly, their sheer heavyhandedness" (p. 419).

Both the writer's school district and school have stated their intentions to espouse a "whole language" philosophy and have suggested that a developmental perspective should guide reading and writing instruction in all areas of study. However, much work needs to be done, particularly in the intermediate grades, to make classroom practices more congruent with a holistic approach to literacy development. On a survey given to fourteen teachers at the writer's school in June, 1989, the majority reported their use of basal texts and/or prescribed materials as the foundation of their reading program, a reliance on workbooks and/or teacher-prepared materials to reinforce reading skills, and a limited number of assessment practices. The writer believes that to make stated classroom practices more in keeping with current knowledge about the literacy development process, students must be given opportunities to select reading materials of their own choice, to respond in more personal and creative ways to selections read, and to practice "reflective, self-evaluation" (Wolf, 1989, p. 35) as part of an ongoing, collaborative assessment process with their teachers.

The second section of this literature review will examine in detail the theory, practices, and research studies related to reading and writing instruction based on a holistic, process-oriented view of literacy development.

Firstly, the writer will set forth the major tenets of a holistic or whole language approach and outline their implications for classroom practice. Secondly, reading programs based on this perspective will be contrasted with those emphasizing skills instruction and using sequential basal readers and commercially prepared materials. Lastly, the importance of varied reading materials, the student's personal response to literature, and process-oriented assessment practices as integral classroom components associated with this modern view of literacy development will be discussed.

Important Tenets of the Holistic Approach

Over the past few years a holistic, developmental approach to language arts instruction has gained more acceptance among American and Canadian educators. What exactly is a whole language approach? Ferguson (1988) writes that "Whole language is a philosophy that suggests children learn language skills by following the natural learning behavior that governs the way they learn to talk" (p. 26). Rich (1985) defines whole language as "an attitude of mind which provides a shape for the classroom" (p. 717), while Altwerger, Edelsky, and Flores (1987) refer to whole language as "an overriding theory and point of view about language, literacy, and content learning" (p. 144). Newman (1985) describes the holistic approach as

> a shorthand way of referring to a set of beliefs about curriculum, not just language arts curriculum, but about everything that goes on in classrooms. Whole language is not an instructional approach, it is a philosophical stance. (p. 284)

Thus, as a philosophy, a theory, an approach, or a perspective related to the acquisition of oral and written language, "the framework of whole language tends to be quite abstract, dealing primarily with attitudes and beliefs" (Farris and Kaczmarski, 1988).

This view of literacy development is based on several assumptions according to Altwerger, Edelsky, and Flores (1987). First, language is viewed as a tool for constructing meanings and achieving purposes. Secondly, what is true for oral language is true also for written language. Next, the "cuing systems" of language (e.g. morphology, phonology, orthography) are all present at the same time and working together in any given moment of language use. Also, whole language proponents believe that language is always used in a situation and that situational context is "critical to meaning-making" (p. 145).

According to Goodman (1986), the main tenet of the whole language approach is that young children everywhere acquire language incidentally through real use rather than through practice of its separate parts. Since all language involves the making of meaning,

schools must provide learning activities which take into consideration the language and experience of the child. Language learning becomes easy, exciting, and motivating when class activities stress "real and natural language that is whole, sensible, interesting, and accessible to the learner" (p. 76).

Lund (1986) also emphasizes that "each student comes to school equipped with a wealth of experiences, language, expectations, and intentions" (p. 58). Using an integrated approach, students are not separated from the language they use to make meaning in their own world but rather employ this personal language in achieving tasks required in the educational context. He believes that through creative, interactive experiences with language and literature that synthesize the language of the child with the language of the classroom, students are led toward the "most functional literacy in the world" (p. 59).

Implications for Classroom Practices

A number of writers have discussed the implications of a holistic, process-oriented perspective on the teaching of communication skills. First of all, the classroom environment must be "rich in a variety of print materials" (Altwerger, Edelsky, and Flores, 1987, p. 145). Farris and Kaczmarski (1988) emphasize that reading, discussing, and writing interpretations of self-selected materials "entice children to learn" (p. 78). Goodman, (1986) also mentions the importance of developing readers being involved with "real stuff", that is, books that are relevant to them and written at their level.

The second implication associated with a whole language perspective is that children learn to write by writing for many purposes, on topics of their own choice, and for audiences that they select. Writing is a social activity (Newman, 1985). Because such writing has a purpose and holds meaning for the child, it is "authentic writing" (Farris, 1988, p. 79). Young writers should be encouraged to take risks and to experiment with words, ideas, and forms to convey meaning. Overemphasis on spelling, punctuation, and neat handwriting should be avoided (Goodman, 1986).

Another implication for classroom practice is that the teacher should encourage social interactions. Altwerger (1987) writes:

> Whole language views the learner as profoundly social. Thus practice congruent with whole language includes participating in a community of readers during literature study, peer writing workshops, group projects in science and social studies with built-in plans for collaborative learning. (p. 152)

A classroom environment should encourage peer interaction as well as student-teacher interaction in "lively and challenging discussions which enhance children's development of creativity, individuality, and ability to think critically" (Long and Bulgaretta, 1985, p. 167).

It is also important that assessment methods be congruent with the principles and practices associated with a holistic approach to literacy development. Teale, Hebert, and Chittenden (1987) define assessment as "gathering information to meet diverse needs using a variety of instruments and strategies, depending upon conditions" (p. 773). They point out that testing refers to one particular assessment method for obtaining information about learning. In the field of language development, tests traditionally have been the predominant method of evaluating pupil progress. The tests are often standardized, product-oriented, end-of-unit, multiple choice, and group administered. The goal of such testing is "to collect efficiently objective data which can be used for a variety of purposes such as classification, accountability, and progress monitoring" (p. 744).

Since the whole language approach places much emphasis on reading as a process of constructing meaning, assessment methods should be concerned also with process rather than product. Harp (1988) states:

> Children in a whole language classroom are asked to respond first to the largest units of meaning, whole selections, and only after meaningful experiences with whole selections are they asked to respond to smaller

> pieces such as paragraphs, sentences, words, and letter-sound relationships. (p. 160)

This view of the reading process should be coupled with ongoing assessment practices which describe and document the learner's development as an active problem solver who uses prior knowledge, makes inferences, varies reading strategies, asks questions, synthesizes information from the text, "orchestrates many skills that complement one another", and displays "flexible use of knowledge" (Valencia and Pearson, 1987, p. 731), as he or she strives to make meaning.

Holistic and Technological Approaches to Literacy Development Contrasted

This more modern perspective on the literacy development process is in contrast to the scope and sequence orientation common to basal reader programs which pictures reading as a mastery of "an aggregation of small, separate enabling skills" (Valencia and Pearson, p. 727) learned through discrete practice and often evaluated through completion of workbook exercises and end-of-unit tests.

A number of writers have addressed the reasons for the still widespread adherence to the scope and sequence orientation of basal reader programs associated with the technological approach to literacy development. Goodman (1987) suggests that this emphasis on teaching sequences of discrete reading skills grew out of the scientific technology of the 1920s. "Generations of teachers have been awed by impressive terms such as readability, readiness, grade-level equivalents, controlled vocabulary, word-attack skills, and sub-skill hierarchies" (p. 63). Reading is conceptualized as the mastery of isolated skills rather than as a holistic process of making meaning.

Shannon, in Cloud-Silva (1988), also mentions that since American elementary school programs are organized according to "principles of formal rationality" (p. 13), the scope and sequence of basal reader programs could be seen as scientifically valid and bringing needed uniformity into reading instruction. For many educators, basal reader

programs "define reading; supply the content of teaching reading; and supply the continuity of instruction among classrooms and grade levels" (p. 14).

Cassidy (1988) believes that basal readers continue to be used in many classrooms because these programs with their improved stories, workbooks, and teachers' manuals offer the potential for many activities with a wide range of pupils. In short, teachers do not have the time or, perhaps, the expertise to organize a scope and sequence outline with related pupil reading materials and activities.

Educators with more current knowledge of the literacy development process have pointed out the limitations of a scope and sequence approach using basal readers. The emphasis on mastery of skills involving frequent testing, practice activities, and a teacher-directed methodology often undermines or prevents the process of making meaning which is critical to the act of reading. Anderson, in Becoming a Nation of Readers (1985), reports that skill-oriented seatwork takes up 70% of the time given over to reading instruction and that 50% of children read books for an average of four minutes per day or less. The report recommends two classroom hours of independent reading weekly in order to give students an opportunity to apply their reading skills to real books.

Manning (1988) also argues that much more time must be allotted to actual reading as an applied skill during the school day. In his view, many of the current reading programs with their over emphasis on skill practice and sequential texts have been inadequate. He writes how reading comprehension can be improved through the activity of reading "extensively and over time" (p. 18).

> The very essence of reading - understanding, familiarity with vocabulary, recognition of style and syntactic structure - argues forcefully for a more naturalistic approach to comprehension development: through the activity of reading itself. (p. 18)

Lastly, Lehman and Crook (1988) descry educators' reliance on basal reader programs with their emphasis on mastery of skills through guided practice because they

believe this approach "likely will not nurture lifelong readers" (p. 240). Instead students should be exposed to many types of literature within which "lie the potential to change reading instruction from mere skill acquisition to discovery, learning, insight, and knowledge" (p. 240).

Literature in the Holistic Language Arts Program

One of the important components mentioned earlier of a holistic, process-oriented language arts program is the provision of a wide range of literature from which students often make personal selections. In many elementary schools including the writer's, reading skills are being taught primarily through sequenced basal readers and prescribed sets of novels apart from the books that children read for enjoyment. Gambell (1986), in discussing this neglect of varied literature in elementary classrooms, states, "Some children come to associate the material for developing reading skills with literature, and are unaware that a body of literature for children exists, unless it is discovered incidentally or at home" (p. 31). Protherough (1983) mentions his concern about the discrepancy between formal statements of philosophy and curriculum and actual classroom methods and materials. If, as educators, we state that varied literature can help students make meaning and extend their life experience, then classroom reading materials must be appropriate. Rosenblatt (1976) also contends, "The more varied the literary fare provided for students, the greater its potential as an educationally liberating force" (p. 214). Furthermore, Alan Purves (1972) states that the first objective of the language arts teacher is to "provide each student with as many different works of literature as possible" (p. 37).

If we want to involve students in their reading development, then they must have some choice in their curriculum materials. Carol Gilles (1989) cites the words of one of her students as a reminder. "Choosing is important because it is hard to read something you don't enjoy" (p. 38). She also points out that students can feel alienated by school when "they have no ownership in the schooling process" (p. 38).

The curriculum guides for Language Arts in Alberta and Nova Scotia both suggest in their objectives that children should read from a wide range of literature and have increased opportunities to self-select literature (Gambell, 1986). The teacher's role is viewed as one of making suggestions, offering encouragement, and guiding students in their selection of literature.

As well, Rosenblatt (1976) suggests that young people should learn to select their own literature from a broad range of materials in order to provide some match between the pupils' past and present interests, anxieties, and aspirations.

Lola Brown (Corcoran and Evans, 1987) also discusses the issue of readers' choice. Although she believes that "independent, autonomous readers" (p. 94) choose their own literature, she also comments on the difficulty educators experience in instituting student-selected literature as a "cornerstone of classroom practice" (p. 95).

Lastly, students too can provide insights on the teaching of reading. Stephen Judy (1981) asked the question, 'What could a teacher of yours do to interest you in reading?' to middle school students in New York State. In his survey results the most frequently cited response was, "Let us choose our own book" and, in the top twenty responses, "Don't assign everyone the same book" (p. 176).

It is necessary at this point to define broadly what is meant by literature and then to discuss the importance of literature in a classroom language arts program based on a holistic, process-oriented view of literacy development. Boomer (Gambell, 1986) offers a concise definition:

> Literature is any text that offers the possibility for aesthetic reading or viewing or listening. The literariness resides in the transaction between reader and text or between reviewer and performance. A literary work comes into being when there is a transaction between text and reader in which personal experience with the work is primary. Literature provides

pleasure and contributes to a shared culture. The literary transaction is both idiosyncratic and social. (p. 92)

Rosenblatt (1978), in her superb discussion of transactional theory in the literary work, shows readers as active and striving to construct a personal 'poem' which she defines as a "more or less organized imaginative experience" (p. 27) through the interaction of their life experiences with the 'text' or verbal symbols on the page.

Using Boomer's definition, one can see that literature is not restricted to print material or text. Since literature is characterized by arousing a response and involving a transaction between reader and text, a number of 'texts' can be included within this definition. Gambell (1986) cites Purves (1972) as including theatre, film, television drama, cartoons, and jokes; Wooley (1982) as mentioning oral literature, folk and popular songs, comics, playground rhymes, and works of published authors; Higgins (1982) as listing texts such as newspapers, magazines, advertisements, and radio and television discussions (p. 93).

One assumption underlying the whole language approach is that language is seen as a tool for making meaning. Providing a broad range of literature in the classroom is of critical importance because "literature is centrally concerned with exploring and defining the value and meaning of human experience" (Gambell, 1986, p. 95).

The National Council of Teachers of English (1980) discuss in their newsletter three important values of literature. Firstly, literature has practical value because it increases students' vocabularies and their ability to use language well, particularly in written composition. Secondly, the NCTE believes literature has personal value because it requires students to think independently and reflectively and to make meaning for themselves from the text. Also, literature can enrich and widen the students' experience of life. Finally, the social value of literature is addressed. The characteristics of a culture, region, or nation in all its positive and negative aspects are revealed through its literature.

In conclusion, exposure to a broad range of literature is an important way for a young person to make sense of experience and can "significantly affect what is learned in other parts of the curriculum and outside the school because children's views of the past, their ideas of other countries, their attitude toward scientific discovery, economic and resource development can be radically affected by the stories they read, hear and see" (McMillan and Gentile, 1988. p. 878). Thus provision of varied literature from which students may choose must be an important consideration in improving the congruence of classroom practice with a holistic view of literacy development.

Personal Responses in the Holistic Language Arts Program

In an intermediate language arts program which is attempting to be congruent with a whole language approach to literacy, there should be an emphasis on personal responses to materials which are read, heard, or viewed. Approaching the learning of language should be a "process of discovery and self-discovery which is exciting, provocative, and fun and the student's personal interaction with the text should be the most important element" (Fynes-Clinton, 1987, p. 13).

In many classrooms, however, children still plod through basal texts and prescribed novels and respond to teacher-prepared questions and assignments and/or complete commercial workbook exercises. The process of personal response "released in the moment to moment activity of reading or writing" (Butler, 1987, p. 45) is deemed less important and end results, products, and appropriate reactions take on more significance. Instead of viewing reading or writing as "an activity which reveals and creates meaning and helps to structure an imaginative experience of the individual in releasing the potentialities of the text, the implication is that textual properties have an objective, fixed existence to be discovered and evaluated" (Butler, 1987, p. 45).

Corcoran (1987) also discusses the "indecent haste" (p. 59) of teachers to demand a more formal interpretation of literature through end products, rather than emphasizing and

valuing the provisional or interim response expressed in a range of forms (e.g. drama, composition, discussion, drawing) chosen by the reader.

Butler (1987) suggests that the best reader response is personal, active, and imaginative and gives information about the unique reader rather than the objective text. Her words are: "If a response is personal, it is individual; if it is active, it is a dynamic process, developing and changing; if it is imaginative, it is governed by the way a sentient, emotional being makes meaning of the world" (p. 40).

The concept of "Reader Response" points to the work of Rosenblatt (1978), who fifty years ago proposed a new methodology for literature instruction in which the reader's personal interpretations of the text were of primary importance. She explains,

> The reader brings to the text his past experience and his present personality. Under the magnetism of the text's ordered symbols, the reader marshals his resources and crystallizes out from the stuff of memory, thought and feeling a new order, a new experience, which he sees as the poem. (p. 12)

Rationales for the teaching of literature can be categorized as "text-centered or reader-centered" (Gambell, 1986, p. 120). Rosenblatt's methodology for teaching literature takes a reader-centered approach. Reading programs which emphasize a correct reading of the text, questions and activities set by the teacher, and end products rather than processes would be designated as "text-centered", whereas programs emphasizing the importance of experience, humanistic goals, unique personal responses, the centrality of the child, and the processes of self-actualization and socialization would have adopted a "reader-centered" approach. One can see that the reader-centered rationale is in harmony with the holistic perspective on literary development, because both assume that each reader is unique in terms of his/her language and experience and that personal responses to text are significant tools for making meaning and achieving purposes.

If personal response is a central component of the language arts curriculum based on Whole Language principles, some suggestions about the types and characteristics of

responses should be discussed. Halpern (1987) writes that "the response to the story is best when it comes directly from the reader" (p. 268). She presents some effective methods for enriching the students' personal responses. In particular, she likes the daily journal in which a wide range of writing responses (e.g. collaborative, personal, conjectural, imaginary, descriptive, critical) can be encouraged. Responses involving art, construction, or drama are also mentioned.

Van De Weghe (1987) finds in a study of seventy college students' reading journals that informal writing with a purpose helps individuals to discover and construct meaning from a variety of texts and to become more confident readers through this active, creative personal response process. His study suggests:

> A reading experience, when coupled with exploratory writing, becomes a reciprocal, mutually enriching process whereby writing reflects back on and modifies the initial interpretations. Under nurturing classroom conditions, the two activities continue, hand-in-hand, as students discover the power personal writing holds for developing life-long readers who get better at reading the more they write. (p. 49).

Wooley (Gambell, 1986) also suggests a variety of personal responses in the language arts curriculum, including discussion, the writing of drama, film, or television scripts, the composing of stories and poems, dramatic readings, painting, photography, and the recreation of scenes in a novel using different character viewpoints or settings.

Lastly, Flood and Lapp (1988) suggest the use of open-ended questions about "self, text, and context" (p. 64) to encourage personal responses that allow students to reflect about their own experiences and build meaning from them.

Assessment in the Holistic Language Arts Program

The holistic view of the literacy development process also holds implications for the assessment of communication skills. According to Teale (1988), performance sample

methods (e.g. portfolios) along with observational methods (e.g. narrative accounts, inventories, checklists) are a promising approach to more process-oriented evaluations. He writes:

> Observation and performance samples are more consistent with a child's development. Furthermore, because observations can be conducted in conjunction with instruction and performance samples are more like actual teaching practices, these assessment procedures yield information more useful to teachers. (p. 174)

As well, principles of assessment grounded in a whole language perspective should have the following characteristics: assessment should be part of instruction; its methods and instruments should be varied; assessment should occur continuously; it should resemble regular classroom activities; it should be developmentally and culturally appropriate (Teale, Hebert, & Chittenden, p. 174).

Flint-Ferguson and Youga (1987) also emphasize that alternative methods of pupil assessment must be employed in order to increase the congruence between process-oriented teaching philosophy and evaluation strategies. They make several helpful suggestions to improve assessment practices. These are: tap students' prior knowledge; parallel classroom activities; encourage student interaction with text and each other; encourage responses which require explanations and evaluations; evaluate students every day (p. 144). Some specific evaluation techniques are described which can be part of the daily learning process and are effective indicators of student growth in understanding literature. These are: continuation of a story, changing a story's point of view, creating newspapers, individual creative projects, cognitive mapping, alternative endings, student-constructed questions, and relating materials to self (pp. 141-144).

Wiggins (1989) also talks about our preoccupation with using product-oriented assessment methods to measure process-oriented education. He believes evaluation techniques must be "authentic" or congruent with our philosophy and practices. Tests

should include performances and exhibitions of mastery for an audience or panel to provide "direct evidence of a student's ability, more authentic challenges at the heart of a discipline, and engagement and motivation for students to do well on them" (p. 44). He provides a chart on the characteristics of authentic tests in terms of structure, intellectual design, scoring standards, and equity. Important features of authentic assessments are: they offer known tasks or "representative challenges"; they recur within the class setting; are "enabling" to the learner; emphasize self-assessment; are criterion- rather than norm-referenced; and can be attempted by all students (p. 45).

Dixon (1987) believes that student language development is not evaluated by tests or by progress from one textbook to another. He attempts to provide a "framework against which we can roughly trace the continuing development of individual students as readers, presenters, and audiences for poetry, prose, and drama" (p. 762). First, to assess student progress, he poses three questions for the teacher to consider: What "new complexities" is the reader meeting in a story? Is action and dialogue in the text beginning to be meshed with the inner world of thought and feeling? Is the student meeting new challenges in the oral interpretation of a story?

Secondly, he reaffirms the importance of the spontaneous, personal response as the "clearest testimony" (p. 764) of student growth. Such responses might be exploratory talk, role playing, drama, journal writing, poetry, and a range of visual work. To provide evidence for assessment, he suggests that students compile checklists of their responses and samples of their work. These, along with the "teacher's responses to insights, understandings, shared enjoyments, uncertainties, and questions" (p. 765), would form a valid and satisfying report card for parents, students, and educators.

Palmer (1989) also discusses the importance of a student portfolio containing diverse work samples as an important assessment tool. Such a portfolio consists of "biographies of works" (notes, drafts, revisions, final versions), a "range of works" (poetry, essays, research, journal entries, artwork, drama scripts), and "reflections" (self-

evaluations of chosen work samples) (p. 37). This means of student assessment provides information to teachers and school systems, encourages the pupil to critique and reflect upon his/her own work, and attempts "to capture student growth over time" (p. 36). Portfolio-based assessment has validity for Palmer because it is process-oriented, encourages a "classroom climate of reflection" (p. 37), enlarges the student and teacher view of what is learned, provides ongoing examples of the learning process in action, and helps to foster a developmental point of view.

Johnston (1987) states that reading evaluation in a whole language classroom should be process-oriented. The teacher must try to optimize instruction for all students by working with them individually in a collaborative manner. The teacher listens attentively, poses probing open-ended questions, and encourages the child to continually self-evaluate his/her strengths, improvements, and difficulties. This approach increases the student's sense of independence and power as he/she learns to direct and take responsibility for his/her own learning. Johnston, like Shanklin (1988), strongly advocates regular, brief student-teacher conferences because they allow teaching and evaluation to take place simultaneously.

Valencia & Pearson (1987) provide a suitable closing for this section of the literature review.

> The best possible assessment of reading and writing would seem to occur when teachers observe and interact with students as they read authentic texts and write for real purposes. As teachers interact with students they evaluate the way in which the students construct meaning, intervening to provide support or suggestions when the students appear to have difficulty and assisting pupils in moving to their next level of learning. (p. 728)

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The purpose of this practicum was to be three-fold. Firstly, the writer was to design and implement an innovative reading program for several intermediate classes emphasizing the following: student choice of reading materials; more varied and creative personal responses to literature; a broader range of assessment practices; integration with other language learning and subject areas; liaison with the library and librarian; parent education and home involvement; enrichment activities using a variety of media (e.g. films, videotapes). Secondly, the practicum was to have as its goal the nurturing of lifelong reading habits by improving the students' attitudes toward and interest in reading and increasing the number of books they read. The final goal was to foster a commitment to a holistic, process-oriented approach to literacy development and to instructional practices congruent with this perspective among the intermediate staff members participating in the writer's practicum project.

Behavioral Objectives

The specific objectives for this practicum were to be:

1. On a pre- and post-administration of the Estes Scale to Measure Attitudes Towards Reading (1971), 7 out of 10 students in the participating classes will display a more positive attitude toward and a greater interest in reading when comparing their September and May scores.

2. On an examination of school book records, all students will have read completely 10 or more books of their own choice.

3. Using student work samples and student/teacher records, 7 out of 10 students in the participating classes will show 10 or more different responses to literature in each of the following areas: portfolios; performances; exhibitions.

4. In a structured interview with the writer consisting of open-ended questions, all participating teachers will report positively on the following program aspects: using varied reading materials; emphasizing personal responses of students; utilizing varied assessment practices; co-operative planning with other teachers; using the library as a primary resource center; commitment to a holistic, process-oriented approach to literacy development.

5. On a written survey designed by the writer, 7 out of 10 parents in the participating classes, when given the choice of a Likert-type scale, will each score forty or more in their favorable written responses to ten statements reflecting their perceived knowledge of the classroom language arts programs.

Measurement of Objectives

In this section the writer will describe more fully how the five practicum objectives were to be measured. For the first objective, the Estes Scale to Measure Attitudes Toward Reading (1971) was to be administered to the participating students in September and May. The instrument consisted of twenty closed statements, both positive and negative, related to reading attitude. Examples of positive statements used in this instrument were: "Reading is a good way to spend spare time"; "Reading is rewarding to me". Samples of two negative statements included: "Reading is dull"; "Reading is something I can do without". A Likert-type scale called for a graded response to each statement. The response was to be expressed in terms of the following five categories: strongly agree, agree, undecided, disagree, strongly disagree. To score the scale, the response options were to be credited as 5, 4, 3, 2, 1, from the favorable to the unfavorable end for the positive statements, and as 1, 2, 3, 4, 5 for the negative items. The sum of the item credits was to represent the student's total score and was to be a quantitative reflection of his/her attitude toward reading. By administering the instrument on a pre- and post- basis, the writer would be able to note changes in attitude toward reading by subtracting the early score from the later one.

For the second objective, the writer was to require each student to keep an ongoing record listing the books they had chosen to read. In May, the records were to be examined and a tally of each child's completed readings was to be taken (Appendix B).

To measure the third objective, student work samples and student/teacher records were to be examined for evidence of a variety of personal responses to reading materials (Appendix C). Ten or more different responses were to be expected in each of the following areas: the student's portfolio of written work consisting of the reader's response journal, poetry, stories, research, and plays; the student's performances in the classroom, including drama, videotapes, oral presentations, participation in reading conferences and

literature discussions; the student's exhibitions including artwork, construction projects, displays of written work.

For the fourth objective, data was to be gained in May from a structured interview of a half-hour duration with each participating teacher. Each staff member was to be asked similar open-ended questions and the responses were to be recorded on audiotape for later transcription (Appendix D).

The last objective was to be measured by a writer-designed survey of ten statements designed to elicit the parents' perceived knowledge of the classroom language arts programs. The items were to be positively expressed in a closed form with a Likert-type scale calling for a graded response to each statement. The response was to be expressed in terms of the following five categories: strongly agree (AA), tend to agree (a), undecided (?), tend to disagree (d), and strongly disagree (DD). To score the scale, the response options were to be credited 5, 4, 3, 2, 1 from the favorable to the unfavorable end. For example, "strongly disagree" would receive a score of 1. The sum of the item credits was to represent the individual's total score.

The survey, covering letter and return envelope were to be handed out during parent-teacher conferences in April, with a request that parents fill in the form at their convenience and return it to school with their child during the following week. Written and/or verbal reminders asking for the survey completion were to be used when necessary (Appendix E).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

A number of solutions have been gleaned from the literature which are relevant to the stated problem and its inferred causes. Each solution will be described, briefly critiqued, and related to the writer's goals and work setting. The solutions presented in this section are associated with resources, activities, and assessment practices which might be helpful in making a language arts program more congruent with the holistic, developmental approach to literacy. As well, possible strategies for increasing staff awareness of modern trends in literacy development and parent knowledge of classroom language development practices will be presented and discussed.

Literature-Based Reading Programs

The first solution related to the problem was the establishment of a literature-based reading program (Cummings, 1987; Halpern, 1987; Hancock and Hill, 1987; Johnson & Louis, 1987; Routman, 1988) in which students come in contact with a wider range of 'authentic' reading materials. According to Routman (1988), the advantages of using literature rather than prescribed materials were that literature allows "meaning to dominate and concentrates on the development of readers rather than the development of skills" (p. 20). Furthermore, literature promoted language development, modelled varied themes,

styles, and plot structures, and encouraged a life-long interest in reading, one of the stated goals of this practicum. Such a program would improve the congruency of present classroom practices with the process-oriented approach to literacy in the following ways: by encouraging greater use of the school resource center and enlisting the aid of the librarian; by emphasizing students' personal choice in selecting reading materials; by involving parents in the reading program; by integrating reading with other content areas; by allowing students to make more varied and creative personal responses to materials read.

Another solution for improving the range and balance of reading materials was the implementation of the spiralled sequence story curriculum in which students studied the structure of literature (e.g. literary techniques and conventions) through a variety of books and stories (Stott, 1987). For the writer's purposes, this was not a suitable solution because the program demanded a strong background and interest in literature from the teacher, the patterns in literature were presented sequentially from simple to complex on the basis of grade level, and the teacher rather than the student selected the books and stories to be studied.

Feirtag and Chernoff (1987) described another literature-based approach to teaching reading called the Junior Great Books Program which, in their opinion, not only emphasized interpretative reading and discussion but also promoted the growth of inferential thinking and self-esteem. From the writer's point of view, the program books for each grade level would be too expensive and the goals of the program did not emphasize student choice or the ongoing use of the library.

Koeller (1987) and Lindberg (1988) both discussed a process-oriented solution to the teaching of reading through a literature program that encouraged the pupil to be "playful and social" (p. 13). Koeller advocated relaxed conversations about books read to heighten student enjoyment, to clarify ideas, to gain new insights, and to generate enthusiasm for further reading. To her, the library was very important, not basal readers, because the

library provided "never-ending involvement, ideas, and unanticipated responses to books" (p. 13). She stressed that reading programs must not be ritualized, but instead should encourage teacher and students to use their own ideas and "to travel in the directions their divergent ideas take them" (p. 14). This solution had relevance to the writer's goals because the child chose his/her own reading materials, the program fostered pupil and teacher enthusiasm for and interaction with books, and the school library was featured prominently.

Another solution found in the literature was related to improving the range of reading materials, encouraging more varied student responses, and promoting team teaching. Glatthorn (1988) suggested the implementation of a mastery curriculum in literature which featured basic concepts (e.g. literary devices), the major classics, and some special thematic units planned by teams of teachers or determined by the students themselves. Although this program included opportunities for varied student responses of a personal, descriptive, interpretative, evaluative and creative nature and supported co-operative planning and teaching, it was not suitable for the writer's purposes because 70% of the curriculum was based on mastery objectives, prescribed texts, and summative tests.

Guided reading instruction using notable children's books (Poole and Poole, 1988) was another strategy described in the literature reviewed. Although this solution had the positive aspect that novels chosen could be integrated with other areas of study (e.g. history, science), the disadvantage of this program was that it demanded more preparation by the teacher who had to provide background, vocabulary, and study questions for each selected text.

Alternative Assessment Strategies

Solutions related to alternative methods for assessing performance in reading were provided by several writers (Ferguson and Youga, 1987; Dixon, 1987; Johnston, 1987; Teale, Hebert, and Chittenden, 1987; Valencia and Pearson, 1987; Wolf, 1989). In order

to make reading evaluation primarily a formative rather than a summative process and to increase teacher efficiency by having teaching and evaluation occurring at the same time, these authors suggested that reading evaluation should be part of the daily learning process. They also asserted that assessment methods should parallel classroom activities with an emphasis on processes rather than final products, on what the child could do through analyses of performance samples and systematic teacher observations, and on the development and use of varied assessment methods and instruments. Furthermore, these writers argued that assessment methods must be collaborative between teacher and student and among students themselves and that opportunities for student self-evaluation should be provided in order to promote critical thinking and develop independence. These suggestions for improving language assessment held meaning for the writer because they could help to make evaluation practices more congruent with whole language principles and encourage a developmental point of view in reporting to parents.

Strategies to Improve Staff and Parent Awareness

The following solutions were associated with ways to heighten staff and parental awareness of modern trends in literacy development and congruent classroom practices related to resources, activities, and assessment methods.

Pink and Wallace (1984), in a case study of planned school change in Kansas City, discussed the importance of a staff coming to understand the literature on a school innovation and working to put the best practices from the literature into practice. They also suggested that a program change must be 'data-driven' with information based on research provided to both staff and parents on an ongoing basis. McCoy and Allred (1984), in their six-level model for change, also described step four as using research studies and 'experts' to support innovative practices in a school The previous comments suggested that pertinent literature and research should be made available to all staff and parents, perhaps in the form of short literature reviews, in order to increase their knowledge about a holistic,

process-oriented approach to literacy and classroom practices congruent with this perspective.

Crandall (1983) provided a strategy relevant to this practicum for developing teacher commitment to innovative practices. He found that workshops or training provided by a practitioner-presenter who was able to transmit the fulfillment and satisfaction of using successful, validated, and effective innovative practices could be an important ingredient in teacher willingness to implement changes in their classrooms.

Walling (1985) states, "One way to ensure that the public is informed about what is happening in their schools is to put that information in a form they will want to read" (p. 116). He suggested a form of school magazine which could be in three formats: (1) the journal, (2) the newspaper, and (3), the newsletter. All three had the objectives of informing parents about important trends and innovations in local schools, providing insights into the day-to-day operation of schools, and encouraging mutual understanding between the school and the community it served. For the writer's purposes, the journal or newspaper formats would be too costly and time consuming to produce and would require professional assistance. The newsletter, on the other hand, could be easily produced at the writer's school level and would be a suitable vehicle for disseminating information about classroom language arts programs. A study done in British Columbia (Cattermole and Robinson, 1984) further supported this communication strategy. Their findings showed that parents preferred information that came to them directly from the schools — through their children, their children's teachers, and through school newsletters.

Armistead (1985) provided another solution for making parents aware of the positive activities taking place in classrooms and schools in order to promote and maintain community support. He described how school programs and activities could be highlighted through eye-catching, informative, and interesting bulletin board displays in classrooms, halls and outside the school office, lunchroom, gym, and library. Bulletin board displays would be an effective way for the writer to improve parental understanding

of practices which promote literacy and to help reinforce the staff's stated commitment to the whole language philosophy.

Description of and Justification for Action Plan

The writer's personal solution to improving the congruence of intermediate level reading programs in terms of their range of resources, student activities, and assessment practices with current knowledge of literacy development processes will be described briefly. The writer's plan consisted of strategies designed (1) to broaden the range of resources, activities, and evaluation procedures used in intermediate language arts programs, (2) to provide up to date information to teachers on literacy development, (3) to encourage staff collaboration on a more holistic approach to literacy development, and (4) to improve public relations/communications with parents related to the whole language philosophy and its associated classroom practices. Each strategy will be discussed and a rationale for each as related to the practicum's goals, work setting, problem characteristics, and inferred causes will be given.

The first instructional strategy was to implement a literature-based reading program in several classes. Fiction and non-fiction books were chosen by students individually and in small groups on the basis of personal interest, class theme (e.g. world of animals, personal growth and struggle), and genre (e.g. mystery, science fiction, mythology). As well, on a daily basis, teachers read aloud to their classes for twenty minutes and students read silently from a book of their choice for a half-hour period each afternoon. Many types of media such as films, filmstrips, audiotapes, videotapes, pictures, and charts were utilized to extend and enrich the literature program by developing meaning, providing background, and presenting literature in another form (Halpern, 1987).

The rationales for this solution were that, firstly, it would greatly increase the range of reading materials currently available to students. Secondly, it would require that the library be used on a continuing basis as the primary resource center for literature.

Furthermore, a literature-based program would be more suitable for the multiaged class organization of the writer's school because reading materials selected on the basis of student interest, class theme, or genre were not associated with particular grade levels. Lastly, this solution would hopefully help to nurture lifelong reading habits in students, a stated goal of this practicum.

A second instructional solution was to emphasize varied student responses of a personal, descriptive, interpretive, evaluative, and creative nature to literature seen, heard, and read. This practice was based on the belief that response to the text was best when it came from the reader. Halpern (1987) suggested that a personal response to literature led to deeper and richer understanding, stirred the imagination, and encouraged creative use of materials, promoted higher level thinking skills, and utilized the special abilities of each young person.

To provide each student with a repertoire of personal responses, participating staff members, as more expert members of the "literacy club" (Smith, 1988), modelled throughout the practicum a variety of written, spoken and representational strategies which could be used to explore the meaning and value of literature listened to, viewed, and read. Demonstrations of possible response strategies were based on novels being read aloud to the class at a particular time in order to ensure a common literacy experience from which all students could derive meaning. After the teachers' modelling of a particular response strategy, the students then practiced this response with their own self-selected books. As their repertoire increased, the children learned to choose types of responses suitable for a particular book or expressive purpose (e.g. writing, speaking, representing).

Student responses were of three general types: "portfolio" responses (Evans, 1985; Wolf, 1989); performance responses; exhibition responses. Portfolio responses, primarily written in nature, included a personal response journal and a special binder with a section for "reflections" (e.g. book log, personal response log, self-evaluations), for "drafts", and for "finished works". Examples of performance responses were drama, oral presentations,

role-playing, participation in literature discussions with peers, and reading conferences with teacher(s). Exhibition responses included varied forms of artwork, construction projects, models, charts and displays of written work.

One rationale for employing this instructional strategy was that because the personal response to literature emphasized the ongoing process of constructing meaning, it was congruent with a holistic, developmental approach to literacy. The potential of the personal response to increase the range and variety of student activities in intermediate level language arts programs provided a second reason for its inclusion.

The third instructional solution was to introduce alternate methods and instruments to evaluate student progress in the receptive modes of reading, listening, and viewing and in the expressive modes of writing, speaking, and representing. Assessment practices employed in the literature-based language arts program were an integral part of the daily learning process, parallelled recurring classroom activities, were varied, stressed collaboration, were based on a developmental perspective, and primarily were formative rather than summative.

The writer and other staff involved in the practicum practiced ongoing assessment of student portfolios, performances, and exhibitions in several ways. Firstly, teachers provided descriptive, personalized oral and written comments to their students. Secondly, staff held regular, brief conferences with individual pupils during which the teachers could jot down anecdotal comments related to a child's strengths, improvements, attitude, problems, or help needed. Johnson and Louis (1987) suggested that "such accumulated data provides a better base for reporting to parents, for predicting future development, and for guiding the children toward meaningful learning activities" (p. 153). Also, teachers documented students' language learning by, from time to time, completing a checklist or inventory of language behaviors using a rating scale or a narrative form (Watson, 1987). An Individual Development Profile was developed by the writer and her partner to describe for parents the literacy development of their child (Appendix F).

Another strategy was to introduce holistic assessment ratings (Butler, 1985; Evans, 1985) which were not concerned with the marking of errors, the assessing of grades, or the making of written evaluative responses, but rather with focussing on the "communicative purpose" (p. 65) of a particular response and its judged effectiveness. Responses sometimes were assessed on a 4-point scale with 4 as the highest. Criteria for each point of the scale were related to the response's degree of effectiveness in achieving a particular communicative purpose.

Lastly, as an important part of this language arts program, the students kept logs of books read and personal responses attempted and regularly were asked to evaluate not only their own portfolios, performances, and exhibitions, but also those of their peers (Watson, 1987). The teachers and students working together constructed self-evaluation, peer-evaluation instruments based on criteria that were important to them (Appendix G). Wolf (1989) believed that when pupils evaluated their own and others' progress, a classroom climate of reflection and independence was encouraged.

The rationale for this solution was that a wider range of process-oriented student assessment procedures would improve the congruence of the intermediate level language arts programs with the current knowledge of literacy development. Also, the evaluation methods and instruments suggested in this section would provide varied data to document children's growth over time. This information would be very useful in preparing report cards and in conferencing with parents.

Charts displaying the integral components of this literacy development program and a month by month display of resources used, response strategies modelled, and assessment strategies introduced have been placed in Appendix H.

As well as these three instructional solutions, the writer, of course, had plans to encourage the involvement and collaboration of other intermediate level teachers. In September, the writer briefly described her proposed practicum project to interested intermediate level staff and provided a comprehensive literature review excerpted from this

practicum proposal (Appendix I). Since the writer filled a part-time classroom position (70%) in this school year, she offered to work with two staff members in her 30% non-teaching time to co-operatively teach their classes, to model instructional strategies in keeping with a holistic approach to literacy development, and to give teachers time to plan an integrated language arts program.

The proposed literature-based program was implemented in four intermediate classes for eighty-eight students ages ten to thirteen. The writer and her teaching partner worked with two of these classes on a daily basis. The other two classes were taught once a week for an hour over a four month period after a planning session with their teachers the previous day. The writer modelled varied responses to literature and encouraged "performances" and "exhibitions" of student work. These two staff members were interested in developing a literature-based program, sought guidance, welcomed suggestions, and incorporated the strategies and practices modelled by the writer into their language arts classes. The writer's teaching partner displayed a genuine commitment to a holistic approach to literacy development and, as a former primary teacher, provided her with invaluable expertise in this area. She was willing to spend hours of time discussing the program, implementing its classroom components, developing assessment instruments, and increasing the awareness and understanding of program goals, objectives, and activities by students, parents, and staff.

Another important collaborative strategy was to establish close liaison with the school librarian. The writer and her partner encouraged her to give book talks to the participating classes, asked her to help select suitable books for theme and genre studies, and to provide access to the library for groups of students during language arts classes and during "outputs" at the beginning of each school day. As the practicum project progressed, the participating teachers sought the librarian's assistance in supervising children engaged in individual research. During the first and second terms the writer and her partner held language arts classes three times a week in the library itself.

These strategies to foster staff involvement and to increase their knowledge of the holistic approach to literacy development were selected for several reasons. Firstly, the provision of a literature review with pertinent research related to whole language theory and its implications for instructional practice would help productive, long-term change to occur, and reinforce the staff's previous statement of commitment to an innovation, in this case a holistic, process-oriented approach to developing literacy (Olson, 1985). Also, the staff had not received information at the school level directly related to modern perspectives on literacy development processes for over a year.

Secondly, the collaborative strategies discussed in this section would help to achieve two goals of this practicum: to establish the school library as a primary resource center for reading materials, and to foster the staff's adoption of a wider range of resources, activities, and assessment methods in language arts which would better reflect current knowledge of the literacy development process. Furthermore, the writer's provision of extra time to participating teachers for planning and modelling changes in their language arts programs would address one of the inferred causes of the practicum problem. Goodlad (1983) recommended that teachers working in a more collaborative manner could help to support innovation and change perspectives in education because of the "powerful, reinforcing effect of association with talented peers" (p. 558).

The first public relations strategy was a series of newsletters sent home to parents of students in the participating classes twice a term (Appendix J). These newsletters provided information about particular classroom programs and activities, student learnings, and assessment practices.

The rationale for this strategy was that it would help to improve parental understanding of the intermediate literacy development program and to maintain their support for an instructional innovation. A newsletter at the classroom level sent home on a consistent basis attempted to provide ongoing communication with the parent community.

Another strategy was a student Home-School Book completed in the last fifteen minutes of every school day. The child shared in writing some school activities and personal experiences with people at home. The book was signed by the parent and returned to the school each morning.

The rationale for the Home-School Book was that parents, through talking to their child about the book's contents would become more knowledgeable about class activities and the holistic, developmental approach to literacy within classrooms. Parents would value the information because it came directly through their child (Cattermole & Robinson, 1985).

Next, bulletin board displays in the writer's classroom and outside the school's main office were used to advertise the school's holistic, process-oriented approach to literacy development in an eye-catching, informative, and readable manner. For example, a bulletin board contained memorable research quotes and pictures of children involved with varied types of literature and making personal responses to reinforce each quote (Appendix K).

This strategy provided an effective way for the writer to increase parental awareness of current trends in literacy development and, in the case of staff, to strengthen their commitment to instructional practices which reflect this up-to-date knowledge. There was a good chance that parents, staff, and visitors would read and study the displays because they were situated in "high traffic" areas and contained pictures of children in the school, an added human interest factor.

The last two communication strategies to be employed by the writer involved "outreach" to the community and other educators. In May of this year, the writer was to plan a Literature Fair to be held in the school and attended by all students, teachers, the parent body, members of the community, and other interested educators. The Fair was to be a display of student responses over the year (e.g. journals, poetry, stories, research reports, artwork, models) and would feature performances based on book read (e.g. skits,

interviews, commercials, puppet plays, dramatic presentations, and student-produced videotapes).

The rationale for this solution was that it would provide a suitable culminating activity for the practicum project. The Fair's purpose was to highlight the range of resources and personal responses encouraged in the school's language arts programs and to foster the continuing collaborative efforts between and among teachers and students.

This solution was not achieved by the writer during the practicum, but will be encouraged next fall before the Year of Literacy has ended, Since our school has been on the "cutting edge" of educational change, teachers have had many responsibilities and time commitments at the classroom, school, and district levels.

For example, the Ministry of Education, in a document called Year 2000 (1989), outlined sweeping changes to be implemented over a three-year period in the organization, curriculum, and assessment practices of schools (e.g. ungraded classes, four core subject areas, continuous learning philosophy, more formative assessment practices). The child-centerd philosophy of the writer's new school, its broad goals, its choice of activities/processes to achieve results were already congruent with the aims, values, and curriculum/assessment changes proposed by the provincial government for the next decade.

Block (1987) emphasized that "creating a vision forces us to take a stand for a preferred future" (p. 102). The writer's staff wanted to communicate the positive results of their shared vision and goals which were being translated into consistent actions over time and matched so closely with the Ministry's future directions for education. The school was designated a "lead school" and staff were given the opportunity to act as "resident experts" (Fullan, 1988, p. 35) and effective agents of change by demonstrating and explaining clearly to other educators their successful implementation of innovative curriculum practices, assessment strategies, and organizational structures. This ongoing involvement with visitors from other schools has been a rewarding, but very time consuming experience.

The last strategy was to offer the writer's services at the school and district levels to provide presentations to interested educators or parents on those resources, student activities, and assessment practices which reflected a holistic, process-oriented view of literacy development. A videotape and set of slides showing the class program in action were used at a school parent meeting and during parent-teacher conferences. In-service sessions on "Organizing Programs for Multiaged Classes and Continuous Learning" were given to two elementary school staffs and presented at the Ministry of Education's spring conference called "Challenges and Opportunities" (Appendix L). As well, the writer and her teaching partner made a keynote presentation on their literacy development program at the school's professional day in April, 1990 and handed out appropriate resource materials.

CHAPTER 5

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

Objective One

The Estes Scale to Measure Attitudes Toward Reading was administered to eighty-eight participating students in September and May. Eighty-three students actually completed the scale both times. The instrument consisted of twenty closed statements, both positive and negative, related to reading attitude. A Likert-type scale called for a graded response to each statement. The response was expressed in terms of the following five categories: strongly agree, agree, undecided, disagree, strongly disagree. To score the scales, the response options were credited as 5, 4, 3, 2, 1 from the favorable to the unfavorable end of the positive statements, and as 1, 2, 3, 4, 5 for the negative items. The sum of the item credits represented the student's total score and was a quantitative reflection of his/her attitude toward reading. By administering the instrument on a pre- and post-basis, the writer was able to document changes in attitude toward reading by subtracting the early score from the later one. The first objective was:

1. On a pre- and post- administration of the Estes Scale to Measure Attitudes Toward Reading (1971), 7 out of 10 students in the participating classes will display a more positive attitude toward and a greater interest in reading when comparing their September and May scores.

Table 1

Comparison of Individual Pupil Scores on September and May Administration of *Estes Scale to Measure Attitude Toward Reading*

September Score	April Score	Increase	No Change	Decrease
97	99	+2		
96	91			-5
96	94			-2
93	89			-4
92	94	+2		
91	95	+4		
91	80			-11
89	76			-13
87	99	+12		
87	83			-4
87	90	+3		
86	72			-14
86	85			-1
86	86		0	
86	94	+8		
85	78			-7
85	88	+3		
85	90	+5		
85	85		0	
84	90	+6		
84	82			-2
84	91	+7		
84	83			-1
83	93	+10		
83	86	+3		
82	85	+3		
82	86	+4		
81	84	+3		
81	82	+1		
81	91	+10		
79	76			-3
78	71			-7
78	67			-11
78	83	+5		
78	76			-2
77	88	+11		
77	88	+11		
77	77		0	
77	81	+4		
77	86	+9		
77	77		0	
76	83	+7		
76	91	+15		

September Score	April Score	Increase	No Change	Decrease
75	82	+7		
75	87	+12		
75	76	+1		
75	72			-3
74	86	+12		
74	86	+12		
74	85	+11		
73	90	+17		
73	78	+6		
73	85	+12		
72	70			-2
71	76	+5		
71	80	+9		
71	69			-2
71	78	+7		
70	88	+18		
69	84	+15		
69	80	+11		
68	75	+7		
68	82	+14		
68	77	+9		
68	59			-9
67	83	+16		
67	65			-2
67	77	+10		
64	67	+3		
63	78	+15		
62	76	+14		
62	54			-8
62	83	+21		
60	69	+9		
59	85	+27		
58	68	+10		
58	64	+6		
56	71	+15		
56	79	+23		
53	78	+25		
49	67	+18		
41	83	+42		
35	67	+32		

Mean Score Increase +6

This objective was met. A chart (see Table 1) showing the September and May scores of each participating student and the increase or decrease in these scores has been provided. Calculations proved that indeed 7 out of 10 students met the objective of displaying an improved attitude toward reading based on a quantitative increase in their earlier scores. The mean student increase was +6.

Also, another table has been instructed consisting of the survey scores for September and May, their frequency, and cumulative frequency (see Table 2). For these ordered arrays, the September mean was 75 and the median score was 77. In May the mean was 81 and the median score was 83.

In the writer's opinion, there were several reasons why objective one was met. First of all, reading activities were an integral part of the total class program. Reading attitude was improved through the activity of reading itself "extensively and over time" (Manning, 1988, p. 18). Students listened to varied forms of literature read aloud by their teachers every day, read silently from books of their choice each afternoon for a half-hour period, and read and personally responded to books chosen on the basis of personal interest, class theme, or genre for in-depth study. As well, many types of media such as films, filmstrips, audiotapes, and videotapes supported and extended the reading process by developing meaning, providing background, and presenting literature in another form (Halpern, 1987).

Secondly, student attitude toward reading showed improvement because ongoing use of the school library was encouraged as a source of new books and as a pleasant environment in which to explore literature. Children had access to the library for book selection throughout the school day, could choose reading in the library as an "output" activity for the first half-hour of the morning, and for part of the first and second terms worked with their teachers in this rich resource center during language arts classes.

Table 2

Grouped Frequency Distribution and Cumulative Frequency Distribution of Pupil Attitude Scale Scores in September and May

Score Class	Frequency		Cumulative Frequency	
	September	May	September	May
90-99	7	16	88	88
80-89	26	37	81	72
70-79	29	22	55	35
60-69	16	11	26	13
50-59	6	2	10	2
40-49	2	0	4	0
30-39	2	0	2	0
Mean	75	81		
Median	77	83		

Furthermore, the writer believes that the participating teachers' commitment to and enthusiasm for a literature-based reading program have affected positively the majority of students' attitudes toward reading. Staff members have encouraged pupil involvement with ideas met in literature, have accepted student attempts to construct meaning from the literary experience through personal responses of a written, spoken, and representational nature, and have been willing to institute student-selected literature as a "cornerstone of classroom practice" (Corcoran, and Ellis, 1987, p. 95). The writer has noted with interest that substantial gains were made by some students on the Estes scale, particularly among those who scored less than 70 in September. Lastly, it was encouraging for the writer to ascertain from the data that more student scores were in the top two score classes in May than in September. 37.5% of the participating students scored eighty or more on the Estes instrument during the first administration; 60% scored eighty or more on the second.

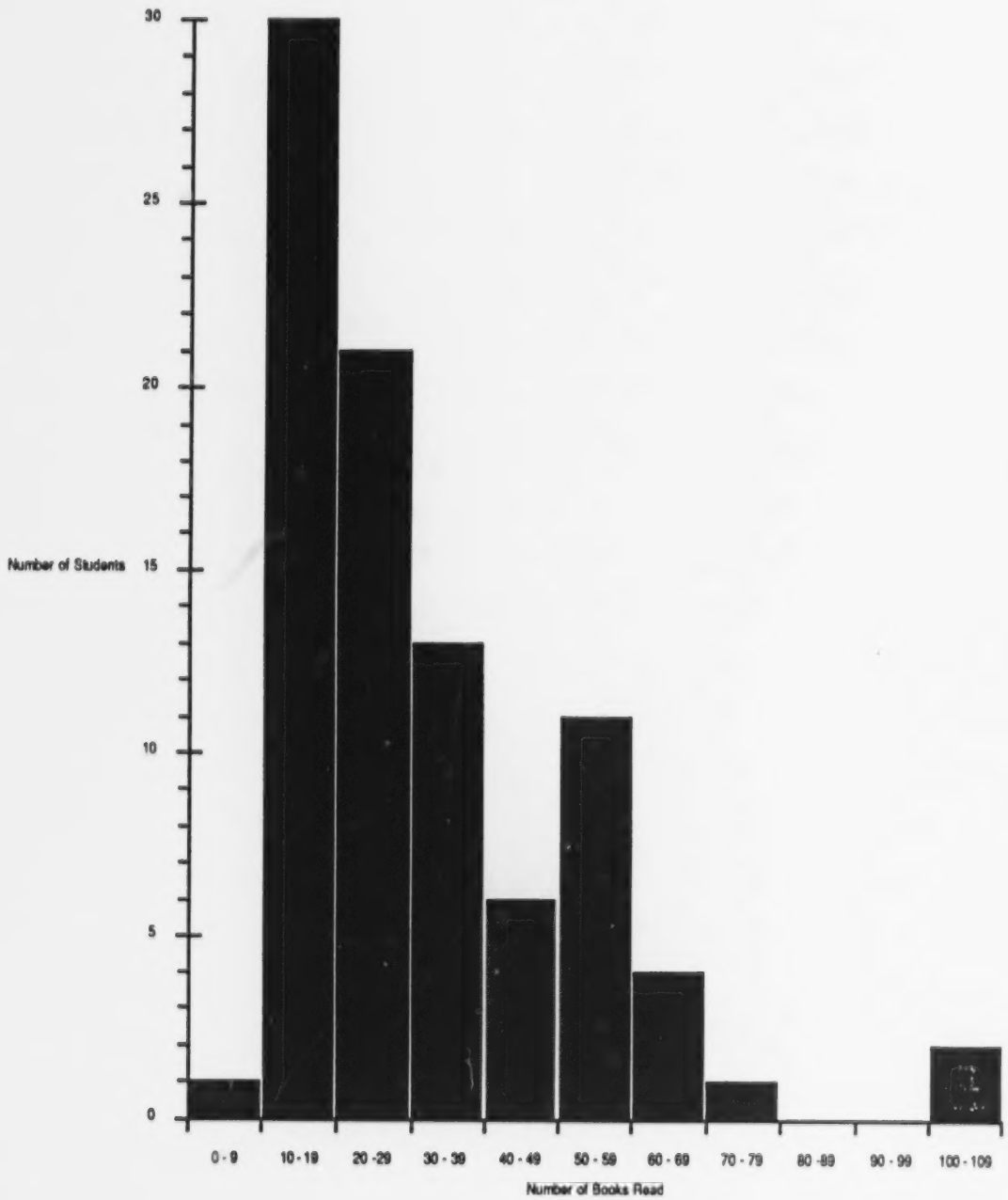
Objective Two

For the second objective, the writer required each student to keep an ongoing book log as part of the "reflections" section of the portfolio. In May, the records listing the books pupils had chosen to read were examined and a tally of each child's completed readings was taken. The second objective for this practicum was:

2. On an examination of school book records, all students will have read completely 10 or more books of their own choice.

With the exception of one student, this objective was met. For the set of raw data collected from the students' book records, a block histogram has been created showing the frequency or number of students completely reading books within a particular score-class (e.g. 1-9 books, 10-19 books) (Figure 1). The modal class, or the one with the greatest frequency in this grouped distribution, was within the 10-19 category of books read completely.

Figure 1. Grouped frequency histogram of number of books read by students September through April



In the writer's opinion, objective two was met for several reasons. First of all, in our "literacy clubs" (Smith, 1988) language learning was purposeful, ongoing, meaningful, natural, and fun. Each student was continually progressing and experiencing a sense of success. The children read, viewed, and listened to many forms of literature. This use of literature provided a rich content for active language learning, increased the range of classroom learning materials and activities, and emphasized the importance of the school and class library. The teachers involved created a warm, supportive, literate environment in which they read aloud to all students every day and provided the children themselves with time for independent reading. Interest in reading books was heightened as the students explored, defined, and shared with peers and teachers the value and meaning of human experiences (Gambell, 1986).

Secondly, the students were provided with many opportunities for self-selection of reading materials on the basis of personal interest, chosen theme, or genre. Having choice gave children a sense of ownership for their own learning and encouraged them to become "independent, autonomous readers" (Corcoran and Evans, 1987, p. 94). Thus, the majority of students through self-selected materials were "enticed to read" (Farris and Kaczmarski, 1988, p. 78) because the books were relevant to them and written at their level (Goodman, 1986).

Thirdly, the writer believes that objective two was met because during the practicum period the classes became "communities of readers" (Altwerger, 1987, p. 152) in which learning was active, social, and collaborative. When literature was read aloud to the classes and when personal responses to books were shared between and among group members, students often wanted to read the same book, a sequel to it, or one by the same author. A renewed interest in and excitement about reading books were generated as a result of these creative, interactive experiences with language and literature (Lund, 1986).

Objective Three

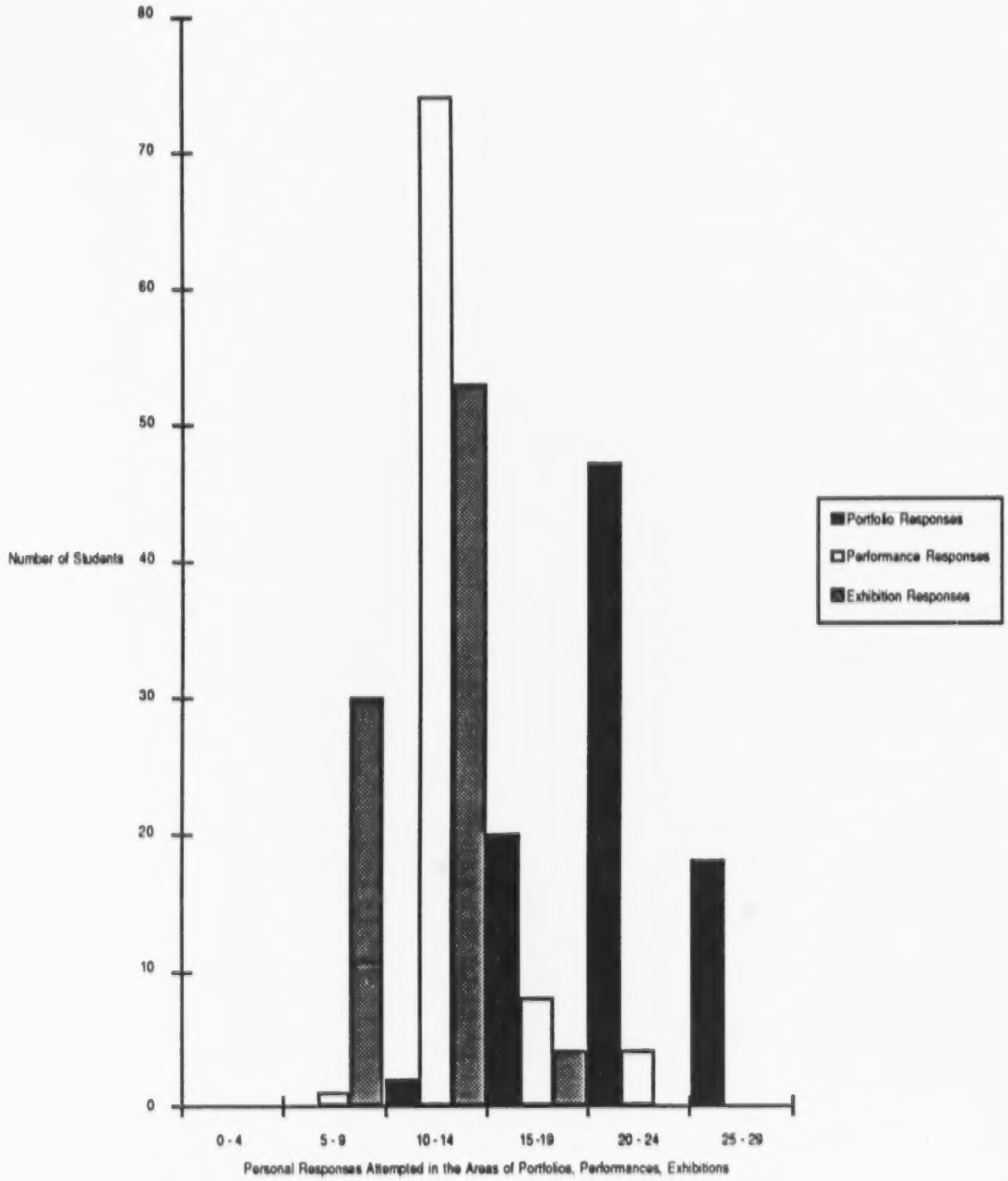
For the third objective, eighty-seven pupils in May completed a writer-designed Student Inventory of Responses to Literature. Each student ticked off the types of response strategies they had attempted during the practicum period in each of the following areas: portfolio/journal responses (written); performance responses (oral); exhibition responses (representational). The third objective was:

3. On a written inventory designed by the writer, 7 out of 10 students in the participating classes will record 10 or more different responses to literature in each of the following areas: portfolios; performances; exhibitions.

This objective was met. To analyze and present the information gathered from the students' response inventories, a block histogram (Figure 2) has been constructed, displaying the frequency of students' different personal responses to literature within designated score classes in the areas of portfolios, performances, and exhibitions. The modal classes in these grouped distributions were within the 20-24 category for portfolio responses, within the 10-14 category for performance responses, and within the 10-14 category for exhibition responses. All students employed 10 or more portfolio and performance strategies in responding to literature; 7 out of 10 pupils employed 10 or more exhibition responses.

Objective three was met for several reasons. First of all, the teachers involved in the program modelled throughout the practicum a variety of written, spoken, and representational strategies for responding to literature. All students, regardless of reading ability, were able to respond actively and creatively to literature guided by these models. As their repertoire of response strategies increased, the children learned to choose response formats appropriate for a particular expressive purpose (writing, speaking, representing) and improved in their ability to reflect upon literary experiences and build meaning from them.

Figure 2. Grouped frequency histogram of types of personal response strategies used by students in the areas of portfolios, performances, and exhibitions



Secondly, the use of personal response strategies in a range of forms (e.g. discussion, role playing, composition, drawing) allowed students to explore their ideas and feelings about literature viewed, heard, and read in a richer, more meaningful, and more challenging manner than in their previous language arts programs which had emphasized the completion of comprehension questions and skills worksheets associated with basal readers and prescribed novels. Students used these personal responses extensively because these strategies fostered their active involvement, collaboration with peers, and enthusiasm for learning.

Lastly, the personal response strategies were integrated into all areas of the curriculum to improve the comprehension, to stir the imagination, to encourage the use of creative materials, to promote the higher level thinking skills, and to utilize the unique abilities of each student (Halpern, 1987). By providing opportunities throughout the day for pupils to practice varied personal responses to new learnings, they gained confidence and competence in employing these strategies.

Objective Four

The fourth objective of this practicum was:

4. In a structured interview with the writer consisting of open-ended questions, all participating teachers will report positively on the following program aspects: using varied reading materials; emphasizing personal response strategies; utilizing varied assessment practices; co-operative planning with other teachers; using the library as a primary resource center; commitment to a holistic, process-oriented approach to literacy development.

In early June three interviews of a thirty-minute duration were held with the librarian, the teaching team who worked with the writer to implement a literature-based program, and the writer's teaching partner who was a key collaborator on this educational improvement project. Their responses to questions were audiotaped and later transcribed

by the writer. Summaries of teacher comments and some direct quotes related to each question have been included on the following pages to support and justify the writer's conclusion that this objective was met. The positive attitudes reflected by these staff members toward literature-based programs and their plans for modifying and extending their current practices suggest to the writer that being involved in an educational innovation can act as a powerful catalyst for fostering the ongoing process of renewal and change.

INTERVIEW ONE - The Librarian's Perspective

1. With the implementation of literature-based language arts programs, what changes have you noted in the use of the library?

The librarian stated that book circulation had tripled over previous years, "probably as a result of this type of program." She also noted the following changes: more use of book tags (library passes) throughout the school day for book borrowing and for independent research; more use by small groups of students; more use during school day but hardly at all before and after school; more use as a teaching space for support staff; more use as a planning space for teacher teams.

2. Describe ways in which you have collaborated with staff members this year.

The librarian commented, "I have collaborated much more extensively with staff members this year. Also, student teachers are coming in much more than ever before." She described her collaboration as: brainstorming with teachers and student teachers; suggesting appropriate resources, activities, and information skills to teachers; gathering and ordering resources for staff; co-operatively planning and teaching themes, activities, and units of varied lengths; and setting up learning centers for classes. This year the librarian has worked with twenty-three staff members at least once, and with some three or four times.

3. Has the librarian's role changed? In what ways?

The librarian reiterated her much increased collaboration with staff members. She stated, "It is not so much my role has changed, but that I am much busier because of my extensive association with the staff. I did similar things before." Also she noted, as changes in her role, more discussion and brainstorming with staff, more time spent in gathering materials, longer working hours, and more clerical work as a result of the increased library circulation.

4. Describe your plans to modify, change, or extend the current programs/use of the library in the coming year.

The librarian stated that she would like to plan at least one unit, theme, or activity with each teaching team. She is interested in designing cross-curriculum activities and in planning an open-ended, information-based learning station for ongoing use by all students. The suggestion was made that the whole school should work on a particular literature-based theme for part of the year. She would like to make the purpose of student book tags "borrowing only" and have a special tag for groups of children coming to the library to engage in research.

5. As the librarian, comment on the positive aspects of a literature-based approach to literacy development.

The librarian stated that many students are more knowledgeable in their book selection. "Children are becoming readers. They are sharing their books. They stand in the book sign-out line and read aloud to each other. Never did that ever occur before." The increased talking of ESL students and the tripling of book circulation were also mentioned as positive outcomes of the literature-based approach.

6. Any concerns/recommendations?

The librarian's suggestions for improvement are listed below:

a) More duplicate copies of books are needed;

b) More materials should be placed at the classroom level;

c) Teachers should ask for more guidance from librarian in finding books appropriate for particular themes/genres;

d) Strategies to improve student book selection should be taught at all year levels;

e) Teachers should provide the librarian with brief written descriptions of themes/activities being undertaken in their literature-based programs;

f) Librarian should be made aware of the purpose of independent research projects in order to assist children working on their own in the library;

g) More clerical help is needed to improve library organization;

h) More book trays are required for student monitors in order to speed up book signing-out process.

INTERVIEW TWO - A Teaching Team's Perspective

1. Describe the resources used in your literature-based program.

The two teachers reported that they had employed books from the school and public library, prescribed novels, films, and videos in their program. Students had read literature related to the genres of mystery, fables, fairy tales, folk tales and mythology, to the theme of multiculturalism, and to their own interest. Self-selection was emphasized throughout the program. Since March the students have been doing extensive independent reading. One teacher said, "The kids have been reading from 3 to 13 books a month."

2. In your opinion, were there positive outcomes associated with using varied personal response strategies? Any concerns?

For these teachers, the positive outcomes were that the students enjoyed the strategies and had many opportunities to make choices. As well, the pupils can now use "more complicated strategies such as compare/contrast." Pupils' oral responses show greater confidence and "reticent kids are coming out of themselves." Students liked having the opportunities to make story maps, to do interviews, to perform skits, and to create puppet plays. The teachers commented on how they had integrated personal response strategies into their social studies and science programs. As a concern, they mentioned finding appropriate ways to assess personal response strategies.

3. Describe the assessment strategies employed in your current program.

Both teachers emphasized they had used no letter grades this year. Instead they employed the following strategies: teacher observations; informal conferences; written and oral comments to students; learning logs; rating scales based on criteria; file folders of work samples; report cards with checklists and anecdotal comments. To gain a broader perspective on each child's progress, they shared their points of view with one another and invited input from their student teachers. The teaching team provided some opportunities for pupil self-evaluation and for peer evaluation.

4. In what ways have you collaborated on developing your literature-based program with your teaching partner, other staff members, and the librarian?

The teachers stated that they planned and taught the program together. One teacher answered, "It was a learning experience for me because my partner often modelled the personal response strategies for the kids and I gained confidence in using them." It was gratifying for the writer when one teacher commented, "You taught us the whole program. You were instrumental in our implementing this kind of program."

The librarian has supported their program by finding and suggesting appropriate resource materials, by letting students use the library extensively, and by providing space

in the library for the teachers to work with groups of children. In the coming year these teachers would like to plan more activities with the librarian and cooperatively teach units with her.

5. How did you try to increase parent awareness/understanding of your classroom program?

Both teachers agreed that parent education was important, but stated, "This year we were so busy implementing the new program that it did not occur to us to tell the parents about it." However, they did talk to parents, answered questions, and shared samples of student work during "Meet The Teacher Night" and during two reporting conferences.

6. Do you wish to continue using a literature-based approach? Why?

The members of the teacher team were emphatic that they wished to continue using this approach to literacy development because all students were able to respond and experience success. They stated that students were "keen to read" and "much more reading was being done." They noted positive attitude changes, particularly among ESL students, increased student discussion, and more effective cooperative groupwork. One teacher commented, "Personal response strategies excite me because it feels like kids can respond where they are and they get a lot more of <u>their</u> choice. The things we use in our reading program are melding into our socials and science program." The other partner concluded, "I was trained on Ginn readers. This program has made a major difference. Kids have a better attitude. They are more positive toward reading. This is a more positive method of teaching reading and exposing kids to literature. I love it! It's fun!"

7. Comment on any plans you might have to modify, change, or extend the current program.

A summary of the teachers' plans are listed below:

a) Work more on the writing process from draft through to publication;
b) Use computers on an ongoing basis to facilitate the writing process;
c) Use audiotapes to improve oral reading and videotapes to record student performances throughout the school year;
d) Collaborate more extensively with the librarian;
e) Learn more personal response strategies and adapt "Reaching For Higher Thought" strategies to individual as well as group work;
f) Emphasize self-evaluation on a continual basis;
g) Explore more extensive use of portfolios and learning logs;
h) Modify this year's report card.

INTERVIEW THREE - Teaching Partner's Perspective

1. Comment on the process of students selecting their own reading materials as an integral component of our literacy development program.

The writer's partner stated that at the beginning of the school year students made inappropriate choices based on interest or a desire to impress their peers/teachers and not on their reading level. They needed guidance in the selection process. She commented, "I want to move toward open selection of reading materials, but we must make the kids aware of and provide experiences with a greater variety of sources." The teacher reported that in the past when children visited the library with a book tag, they often stated the reason or purpose for the visit and only had ten minutes to choose an appropriate book. In contrast, this year throughout the day "kids are able to browse in the library which is fundamental to wise selection."

2. What are the positive outcomes of using personal response strategies? Concerns?

The writer's partner made the following statements which reflect explicitly her point of view.

> "Using personal responses has allowed kids to respond at a level at which they are both comfortable and successful. They have been able to feel that success and do further work."
>
> "I see improvement in the quality of work from September until now as a result of using language to clarify thinking."
>
> "I have learned to accept gross approximation and shape that toward more final product."
>
> "As long as I relate school literacy development to real world literacy development and make that connection, I can accept those gross approximations depending on what the purpose is for the work."
>
> "It is hard to communicate to our parents those ideas about literacy development - that we have goals and standards for children and that we are working toward them in a different way, but in a way we feel is more acceptable."

3. Suggest how the integration of literacy development with other subject areas could be extended.

The teacher stressed that "literacy development is a process which requires a certain amount of content with which to interact or there would be no communication of ideas." She suggested that an "idea package (e.g. environment)" be used as literacy development and that response strategies related to that kind of content be created. This year, in her opinion, the program has tended to emphasize literature in terms of fiction and next year more time should be spent on non-fiction. A final suggestion was that more poetry should be included in the program and integrated with music and art activities.

4. Describe ways that current assessment practices could be modified or extended.

The writer's partner agreed that varied assessment strategies have been employed in the program and that student self-evaluation has been emphasized. She mentioned the need for more peer evaluation opportunities so that "peer evaluation becomes a process they can be objective in." She believed that children were more honest with themselves than with their peers, because they experienced conflicts in giving their friends a lesser rating. To broaden her base of judgement, she would like to examine comparable work of other classes at the same levels in different schools. This would provide her with a "wider sample" than just two classes. It is important to her that "we continue looking at the individual student and his/her personal progress" because from September until now she has seen each child show so much improvement and growth.

5. Comment on changes, modifications, or extensions which, in your opinion, would enrich the current program.

The teacher began her response by stating, "We could make it more rich over more time. Looking back, I wouldn't change anything." However, she did go on to make two recommendations. Firstly, she believed that the self-evaluation process should begin earlier next year. Secondly, she suggested that "kids need to work more with computers on keyboarding skills in a functional kind of way. They need to work with word processors and have access to spell checkers." Further, she stressed that education must become "more in tune with technology and consider the kinds of skills which will be needed in twenty years." The interview concluded with the writer's partner saying, "We have had a highly successful year!"

Objective Five

The last objective was measured by a survey designed by the writer to elicit the parents' perceived knowledge of and attitude toward the classroom language arts' programs

as a result of varied communication strategies (e.g. report cards, portfolios, newsletters, home-school books) used during the practicum period. The survey consisted of ten statements positively expressed in a closed form with a Likert-type scale calling for a graded response to each statement. To score the scale, the five response options (strongly agree, tend to agree, undecided, tend to disagree, strongly disagree) were credited 5, 4, 3, 2, 1 from the favorable to the unfavorable end. The sum of the item credits represented the individual's total score. Of the forty-five surveys distributed, forty-two were completed and returned to the school. The fifth objective was:

5. On a written survey designed by the writer, 7 out of 10 parents, when given the choice of a Likert-type scale will each score forty or more in their favorable written responses to ten statements reflecting their perceived knowledge of the classroom language arts programs.

Objective five was not met. A chart (Table 3) showing survey scores, their frequency, and cumulative frequency has been provided. The mean and median scores for this ordered array have also been displayed. On the survey, 5 out of 10 parents scored forty or more. The mean was 37.5 and the median score was 39.

In the writer's opinion, there were several reasons why objective five was not met. First of all, many of our parents were immigrants to Canada and did not speak or read English fluently. Since many of the communication practices employed in this practicum to increase parent understanding of the classroom program were written in nature, it might have been difficult, even with their child's translation of the words, for parents to fully comprehend the program's philosophy, related learning activities, and assessment practices.

Table 3

Grouped Frequency Distribution and Cumulative Frequency Distribution of Parent Survey Scores

Score Class	Frequency	Cumulative Frequency
49 - 50	2	42
47 - 48	2	40
45 - 46	5	38
43 - 44	3	33
41 - 42	4	30
39 - 40	7	26
37 - 38	8	19
35 - 36	1	11
33 - 34	2	10
31 - 32	3	8
29 - 30	3	5
27 - 28	0	2
25 - 26	1	2
23 - 24	0	1
21 - 22	0	1
19 - 20	1	1

Median 39

Mean 37.5

Secondly, many changes in curriculum practices, assessment strategies, and classroom organization were implemented at the writer's school for the first time this year. For example, children were placed in multiaged classes and taught by teacher teams, curriculum was thematic and integrated, assessment was more formative than summative, letter grades were eliminated, and cooperative learning strategies were emphasized. Since neither the parents' personal education experiences nor their children's previous schooling could be related easily to these innovations at the school and classroom levels, some parents, in responding to the writer's survey, tended to be undecided or suspicious about the efficacy of new strategies to foster student literacy development and/or to improve communications with their homes. This parental bias toward the more traditional education system with which they were familiar might have influenced their reactions to survey statements and as a result, lowered their scores to below forty.

Lastly, this objective may not have been met because some parents did not receive pertinent information about the classroom programs and activities. Four parents commented on the survey that they had not received newsletters nor been shown Home-School Books on a regular basis.

For this objective, an individual item analysis giving the number of responses to each question in each of the five possible categories has also been constructed (Table 4). The item analysis showed that at least 7 out of 10 parents strongly agreed or tended to agree with statements 2, 3, 4, 6, 7, 8, 9. For statement 1, 8 out of 10 parents circled favourable responses; for statement 5, 6 out of 10 parents showed agreement. The item analysis suggested that many parents had gained knowledge about their child's language arts program and activities, had found the varied communication strategies helpful in improving their understanding, and viewed their child's attitude toward this year's classroom program as positive. The writer was gratified that 8 out of 10 parents agreed with statement 1 indicating that their child displayed an interest in reading.

Table 4

Item Analysis of Parent Survey

PARENT SURVEY

KNOWLEDGE OF AND ATTITUDE TOWARD CLASSROOM PROGRAM

Read each statement. Then circle the symbol that best represents your reaction to the statement according to the following scale:

AA - strongly agree
a - tend to agree
? - undecided
d - tend to disagree
DD - strongly disagree

---

1. My child displays interest in reading.

   AA (20) a (14) ? (6) d DD (2)

2. My child talks about books he/she is reading.

   AA (15) a (14) ? (4) d (5) DD (4)

3. My child at school participates in a variety of written, spoken and creative activities related to literature.

   AA (12) a (19) ? (8) d (3) DD

4. My child's school program encourages co-operation rather than competition.

   AA (10) a (20) ? (7) d (3) DD (2)

5. The Home-School Book has increased my awareness and understanding of the programs and activities offered in my child's class.

   AA (10) a (16) ? (10) d (5) DD (1)

6. The Home-School Book has provided opportunities for discussion with my child about his/her experiences at school.

   AA (7) a (21) ? (5) d (3) DD (6)

7. Class newsletters have clearly explained what my child is learning at school and how his/her progress is being assessed.

   AA (12) a (16) ? (10) d (3) DD (1)

8. Report cards have provided me with clear, descriptive, and detailed information about my child's individual progress.

   AA (19) a (12) ? (3) d (3) DD (5)

9. During parent-teacher conferences teachers have answered my questions and provided samples of my child's work (e.g. portfolio, journal).

AA (18) a (12) ? (8) d (1) DD (3)

10. My child's attitude toward this year's classroom program is positive.

AA (15) a (15) ? (9) d (1) DD (2)

Conclusions

In a review of the theory and research on the teaching of language, Langer (1987) suggested that an effective learning environment would have certain characteristics:

> *Ownership*, students have something of their own to say and are encouraged to create their own meanings; *Appropriateness*, the program builds upon skills that students already have and helps them accomplish what they could not accomplish on their own; *Structure*, the instruction makes students aware of the task demands and guides them through the activities with supportive dialogue; *Collaboration*, the teacher and the students collaborate in developing an appropriate environment and sharing insights; *Internal control*, the teacher attempts to transfer control to the students so that they are not dependent upon the teacher, removing the "scaffolding" gradually. (p. 50)

It appears to the writer that the literature-based language arts programs implemented in four intermediate classrooms exhibit, to varying degrees, all of these attributes.

The writer's practicum project attempted to create "classroom communities of literate thinkers" (Wells, 1990, p. 16) or "literacy clubs" (Smith, 1988) in which language learning was assisted through "demonstration, guided participation, and task related talk" (Vygotsky and Cole in Wells, 1990, p. 15). Children were encouraged to use varied texts which held meaning for them and to actively collaborate with teachers and more competent peers in personally responding to these texts "in ways appropriate to the purpose at hand" (Wells, p. 16). Allowing students to employ a variety of personal response strategies (written, spoken, representational) to literature viewed, heard, and read, in the writer's opinion, increased enthusiasm for learning, encouraged more independent and reflective thinking about literary experiences, improved written and oral expression, fostered a greater interest in reading, and provided opportunities for the children "to connect their

prior knowledge and experiences with the text" (Kelly, 1990, p. 469) in more meaningful ways (Appendix M).

Secondly, the practicum also encouraged a broader range of assessment practices which could be described as ongoing, process-oriented, collaborative, and authentic. Student self-evaluation was an integral component of the literacy development program and helped students to become more autonomous and to take more responsibility for their own learning. As well, portfolios of student work samples and personal response journals provided varied data to document each child's literacy development over time. As Rief (1990) stated, "Portfolios allow teachers to get to know their students - as readers, writers, thinkers, and as human beings" (p. 24). The writer believes that these more process-oriented assessment practices were congruent with the holistic perspective upon which the literacy development programs were based.

The teachers involved in this practicum project made a commitment to using resources, activities, and assessment practices which matched more closely with current knowledge of the literacy development processes. They will continue to reflect upon literacy development theory and modify their practice, make choices related to literacy instruction, and act as classroom leaders, facilitators, and coaches (Hiebert & Fisher, 1990, p. 63). In the coming year, the teachers will attempt to extend their repertoire of assessment strategies, their integration of language learning with all subject areas, their liaison with the library and librarian, and their communication with parents. By her networking with interested staff, the administration, and the Professional Development Committee, in the writer's opinion, the holistic approach toward literacy development will continue to be emphasized and examined. Furthermore, the provincial Ministry of Education's Year 2000 (1989) documents outlining widesweeping curriculum/assessment reforms for the public school system acknowledged and reinforced the "vision of literacy as a thoughtful, active, and social process" (Hiebert & Fisher, p. 62).

Lastly, the practicum process has provided the writer with many opportunities for personal reflection and professional growth. First of all, the literature search process engaged the writer in a careful examination of holistic perspectives on literacy development, the importance of literature and each individual's personal response to it, and assessment principles and methods congruent with a process-oriented approach to language learning. Secondly, the practicum involved the writer in a series of meaningful problem solving activities during its planning, implementation, and evaluation phases. Furthermore, within the practicum framework, the writer was able to promote staff in-service on literacy development and to design and participate in four presentations in which she could share her ideas and expertise with her own staff and other educators in the district and province. Finally, the writer had the good fortune of working with three dedicated and professional colleagues. In particular, her teaching partner who shared the vision of the classroom "literacy club" provided invaluable expertise and unstinting support throughout the practicum period. Without the willing collaboration of these staff members, the goals of this practicum could not have been realized.

Recommendations

1. Literacy development should be a continued focus for staff in-service and professional development.
2. Research articles related to literacy development should continue to be made available to staff. Appropriate books and journals should be ordered for the Teacher's Professional Library.
3. School funds available for purchasing "whole language" materials primarily should be used to buy paperback books in order to build up extensive literature resources in both the school and classroom libraries.
4. The practices of reading aloud to students and of providing time for independent reading every day should be continued.

5. Student self-selection of literature should be actively promoted.
6. The use of student portfolios of work samples should be implemented throughout the school as a means of documenting pupil growth.
7. Opportunities for student self-assessment should continue to be encouraged as an integral component of the evaluation process.
8. The librarian's involvement with staff and students to promote literacy development should be expanded to include more cooperative planning and teaching of certain components of the literature-based programs.
9. A Literature Fair should be held to highlight the range of resources and personal responses and to foster the continuing collaborative efforts between and among teachers and students.
10. The Home-School Book should be continued as a daily vehicle for providing ongoing communication with the parents. Teachers should check for the parents' signatures or comments on the previous day's entry to prove that the book was taken home and read by the parent(s).
11. Class newsletters should continue to be home on a regular basis to provide information about class programs and activities.
12. Bulletin boards should be used in 'high traffic' areas of the school to advertise programs and activities. Such boards should be eyecatching, informative, and readable. Photographs of students appeared to catch viewer interest and encourage discussion about the displays.

Dissemination

In the fall of this school year, the writer and her partner outlined their philosophy, classroom organization, learning activities, and assessment strategies to a group of parents with children in intermediate-level classes. A videotape and slides showing the class program in action were included. As well, the writer, her partner, and the school principal

made three presentations on "Organizing Programs for Multiaged Classes and Continuous Learning" to two school staffs in the district and at the Ministry of Education's spring conference called "Challenges and Opportunities". These presentations were well-received and the written evaluations from the conference delegates were particularly positive.

In April 1990, the school's professional day with a focus on literacy development was held at the writer's home. She and her partner made a keynote presentation on their literature-based program and handed out a packet of appropriate resource materials. As a result of the discussion after this presentation, recommendations were made by the intermediate staff to extend the scope of literacy development activities in the coming year. Staff members showed much interest in the program components and eight have visited the writer's and her teaching partner's classes in session.

Furthermore, the writer and her partner will make their services available at the district level to provide workshops related to literacy development. Since the provincial government has mandated a program of sweeping curriculum and assessment reforms outlined in the Year 2000 document (1989), an outline of the writer's practicum will be sent to the Innovative Projects Division of the Ministry of Education. Lastly, copies of this practicum will be placed in the school's and district's professional libraries.

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Appendices

APPENDIX A

ITEM ANALYSIS OF TEACHER SURVEY (JUNE, 1989)

ITEM ANALYSIS OF TEACHER SURVEY (JUNE 1989)

Intermediate Reading Program Components and Assessment Practices

Read each statement. Circle the response that best describes the degree of use in your reading program according the the following scale:

F - frequently
S - sometimes
R - rarely
N - never

I.

1. Students read stories in a basal text related to their ability.

   F (5) S (5) R (1) N (3)

2. Students use workbooks and/or teacher-prepared materials to reinforce reading skills.

   F (5) S (5) R (3) N (1)

3. Students use school library books as the basis for reading activities.

   F (2) S (3) R (7) N (2)

4. Students are taught a variety of reading skills (e.g. skimming, making inferences).

   F (11) S (2) R (1) N

5. Students read novels prescribed for their grade.

   F (4) S (8) R (1) N (1)

II. To assess student reading performance and progress in reading, indicate the degree to which you use each measuring instrument listed below:

1. Students' written answers to comprehension questions.

F (5) S (5) R (2) N (2)

2. Students' participation in class and group discussions.

F (8) S (5) R (1) N

3. Students' self-evaluations of reading performance.

F S (4) R (8) N (2)

4. Students' oral presentation on books they have read.

F (1) S (5) R (8) N

5. Scores on tests (teacher-made and/or standardized).

F (1) S (7) R (4) N (2)

6. Students' reading journals.

F (1) S (5) R (6) N (2)

Thank you for taking the time to complete this survey at a busy time of the school year.

APPENDIX B

STUDENT BOOK LOG

LOG OF BOOKS I HAVE READ

Month	Title	Author	Number of Pages	Completed	Partly Completed

APPENDIX C

STUDENT INVENTORY OF RESPONSES TO LITERATURE

STUDENT INVENTORY OF RESPONSES TO LITERATURE

Name_____

Response Strategy	Portfolio/Journal Responses (written responses)	Performances (oral presentations)	Exhibitions (visual presentations)
Story Ladder			
Prediction			
Clustering			
Webbing			
Rating Scale			
Comparisons/Contrasts			
Story Analysis/Grammar			
Plot Line			
Plot Strip			
Monologue			
Points of View			
Character Sociogram			
Personal Reflections (e.g. books, films, videos)			
Story Map			
Story Museum			
Book Cover/Review			
Wanted Poster			
Advertisement			
Class Magazine			
Vocabulary Building			
Poetry			
Research			
Self-Evaluation			
Group Evaluation			
Debate			
Literature Circles			
Interviews			
Pupil-Teacher Conference			
Oral Reading			
Artwork			

NUMBER OF BOOKS COMPLETELY READ _____

APPENDIX D

INTERVIEW QUESTIONS FOR LIBRARIAN, TEACHING TEAM, AND TEACHING PARTNER

The Librarian's Perspective

1. With the implementation of literature-based language arts programs, what changes have you noted in the use of the library?

2. Describe ways in which you have collaborated with staff members this year.

3. Has the librarian's role changed? In what ways?

4. Describe your plans to modify, change, or extend the current programs/use of the library in the coming year.

5. As the librarian, comment on the positive aspects of a literature-based approach to literacy development.

6. Any concerns/recommendations?

The Teaching Team's Perspective

1. Describe the resources used in your literature-based program.

2. In your opinion, were there positive outcomes associated with using varied personal response strategies? Any concerns?

3. Describe the assessment strategies employed in your current program.

4. In what ways have you collaborated on developing your literature-based program with your teaching partner, other staff members, and the librarian?

5. How did you try to increase parent awareness/understanding of your classroom program?

6. Do you wish to continue using a literature-based approach? Why?

7. Comment on any plans you might have to modify, change, or extend the current program.

The Teaching Partner's Perspective

1. Comment on the process of students selecting their own reading materials as an integral component of our literacy development program.

2. What are the positive outcomes of using personal response strategies? Concerns?

3. Suggest how the integration of literacy development with other subject areas could be extended.

4. Describe ways that current assessment practices could be modified or extended.

5. Comment on changes, modifications, or extensions which, in your opinion, would enrich the current program.

APPENDIX E

PARENT SURVEY

1990 May 15

Dear Parents:

Two of our goals this year have been, firstly, to increase parental understanding of our school's multiage grouping organization and its associated classroom programs, and, secondly, to develop and maintain a positive parental attitude toward our philosophy and learning activities. Several newsletters provided you with information about what your child was learning at school and how his/her individual progress was being assessed. A new report card was developed to better reflect our classroom programs and to provide you with descriptive, detailed information about your child's individual growth. Also, the Home-School Book completed in the last fifteen minutes of each day has given you an ongoing record of your child's experiences at school. At this time, because we would like to find out if these sources of information have been of value to you, we have designed a brief survey instrument to gather your opinions about our communication strategies.

It would be very much appreciated if you would complete the enclosed form by Friday, May 18th and return it to the school in the envelope provided. Our analysis of the survey results will help us to decide whether to continue, modify, or change these communication practices. We would also welcome any written comments you might have about the newsletters, report cards, and/or Home-School Books.

Thank you for your co-operation in completing our survey.

Sincerely,

Anne Luckhart

Linda McLean

Blake Moore

PARENT SURVEY

KNOWLEDGE OF AND ATTITUDE TOWARD CLASSROOM PROGRAM

Read each statement. Then circle the symbol that best represents your reaction to the statement according to the following scale:

AA - strongly agree
a - tend to agree
? - undecided
d - tend to disagree
DD - strongly disagree

---

1. My child displays interest in reading.

   AA a ? d DD

2. My child talks about books he/she is reading.

   AA a ? d DD

3. My child at school participates in a variety of written, spoken and creative activities related to literature.

   AA a ? d DD

4. My child's school program encourages co-operation rather than competition.

   AA a ? d DD

5. The Home-School Book has increased my awareness and understanding of the programs and activities offered in my child's class.

   AA a ? d DD

6. The Home-School Book has provided opportunities for discussion with my child about his/her experiences at school.

   AA a ? d DD

AA - strongly agree
a - tend to agree
? - undecided
d - tend to disagree
DD - strongly disagree

7. Class newsletters have clearly explained what my child is learning at school and how his/her progress is being assessed.

AA a ? d DD

8. Report cards have provided me with clear, descriptive, and detailed information about my child's individual progress.

AA a ? d DD

9. During parent-teacher conferences teachers have answered my questions and provided samples of my child's work (e.g. portfolio, journal).

AA a ? d DD

10. My child's attitude toward this year's classroom program is positive.

AA a ? d DD

Comments:

APPENDIX F

INDIVIDUAL DEVELOPMENT PROFILE

INDIVIDUAL DEVELOPMENT PROFILE

Name _____

LITERACY DEVELOPMENT

	Often	Sometimes	Seldom
INTEREST IN LITERATURE			
Shows interest/pleasure in • reading	____	____	____
• listening	____	____	____
• viewing	____	____	____
• writing	____	____	____
• representing	____	____	____
RECEPTIVE STRATEGIES (reading, listening, viewing)			
Uses knowledge of language to understand literature			
• Understands vocabulary	____	____	____
• Uses context to aid understanding	____	____	____
• Sounds out words	____	____	____
Uses interactive strategies to understand literature			
• Predicts	____	____	____
• Analyzes (character, plot, setting, conflict)	____	____	____
• Interprets	____	____	____
• Organizes	____	____	____
EXPRESSIVE STRATEGIES (writing, speaking, representing)			
Uses knowledge of language to express meaning			
Uses appropriate • vocabulary	____	____	____
• sentence structure	____	____	____
• spelling	____	____	____
• punctuation	____	____	____
Uses interactive strategies to convey meaning			
• Retells	____	____	____
• Predicts	____	____	____
• Analyzes	____	____	____
• Interprets	____	____	____
• Organizes	____	____	____
• Creates original • writings	____	____	____
• oral representations	____	____	____
• visual representations	____	____	____

(over)

SOCIAL / WORK HABITS	Often	Sometimes	Seldom
Works co-operatively	____	____	____
Behaves considerately	____	____	____
Completes work	____	____	____

TERM THEMES

LITERATURE STUDY

Class Story Unit _____

Group Novel Study _____

Genre Study _____

_____

MATH

Calculators _____

Measurement _____

Card Games _____

Computation _____

_____

SOCIALS/SCIENCE

Law Program _____

_____

Flight Unit _____

_____

P.E. _____

ART _____

MUSIC _____

PROGRESS SUMMARY/GOALS _____

_____

_____

APPENDIX G

PERSONAL RESPONSE LOG
LITERACY SELF-EVALUATION

PERSONALRESPONSE LOG

Month	Type of Response	Reflections

LITERACY SELF-EVALUATION

	Most Often	Sometimes	Not Very Often
	1	2	3

Attitude

1. I enjoyed viewing literature on films and videotapes. 1 2 3

2. I enjoyed reading literature. 1 2 3

3. I enjoyed listening to the literature read aloud to me. 1 2 3

4. I enjoyed listening to group discussions. 1 2 3

5. I enjoyed speaking before the group. 1 2 3

Receptive Strategies

1. I chose books that I could understand. 1 2 3

2. I finished reading the books I chose. 1 2 3

3. I read in R.I.P. time. 1 2 3

4. I listened during storytime, lessons and discussions. 1 2 3

5. I watched films and videotapes carefully. 1 2 3

Expressive Strategies

1. I completed written responses on time. 1 2 3

2. I completed written responses to the best of my ability. 1 2 3

3. My written responses helped me to understand the story. 1 2 3

4. I contributed my ideas in group discussions. 1 2 3

5. Talking about my ideas helps me to understand the story. 1 2 3

6. My visual representations (maps, pictures) helped me to understand the story. 1 2 3

Reflections

1. What I liked best about language arts was _____

2. What I liked least about language arts was _____

3. Something I would like to say about language arts is _____

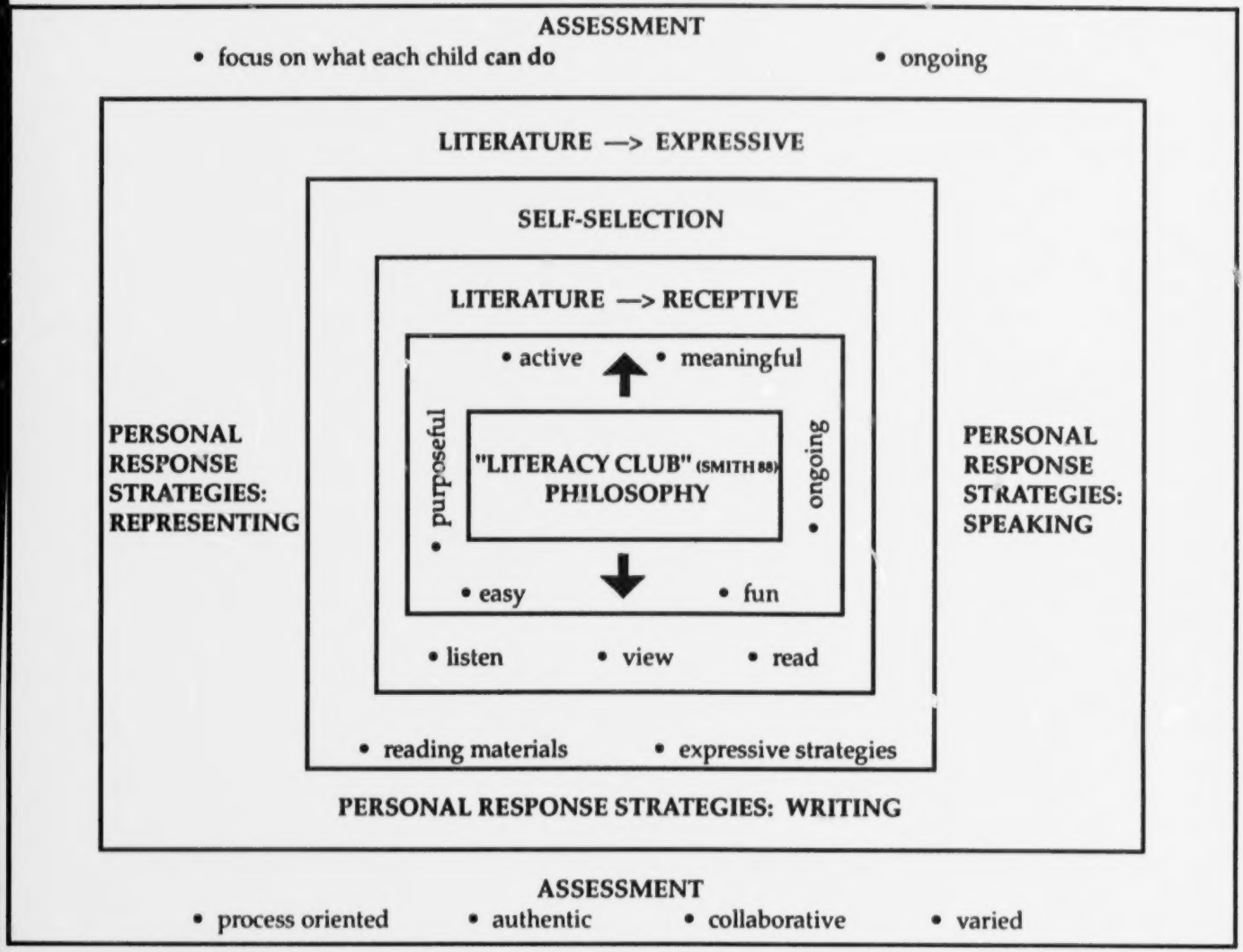
4. According to my reading log, I have read ____ books this term.

APPENDIX H

COMPONENTS OF THE LITERACY DEVELOPMENT PROGRAM

MONTH BY MONTH OUTLINE OF

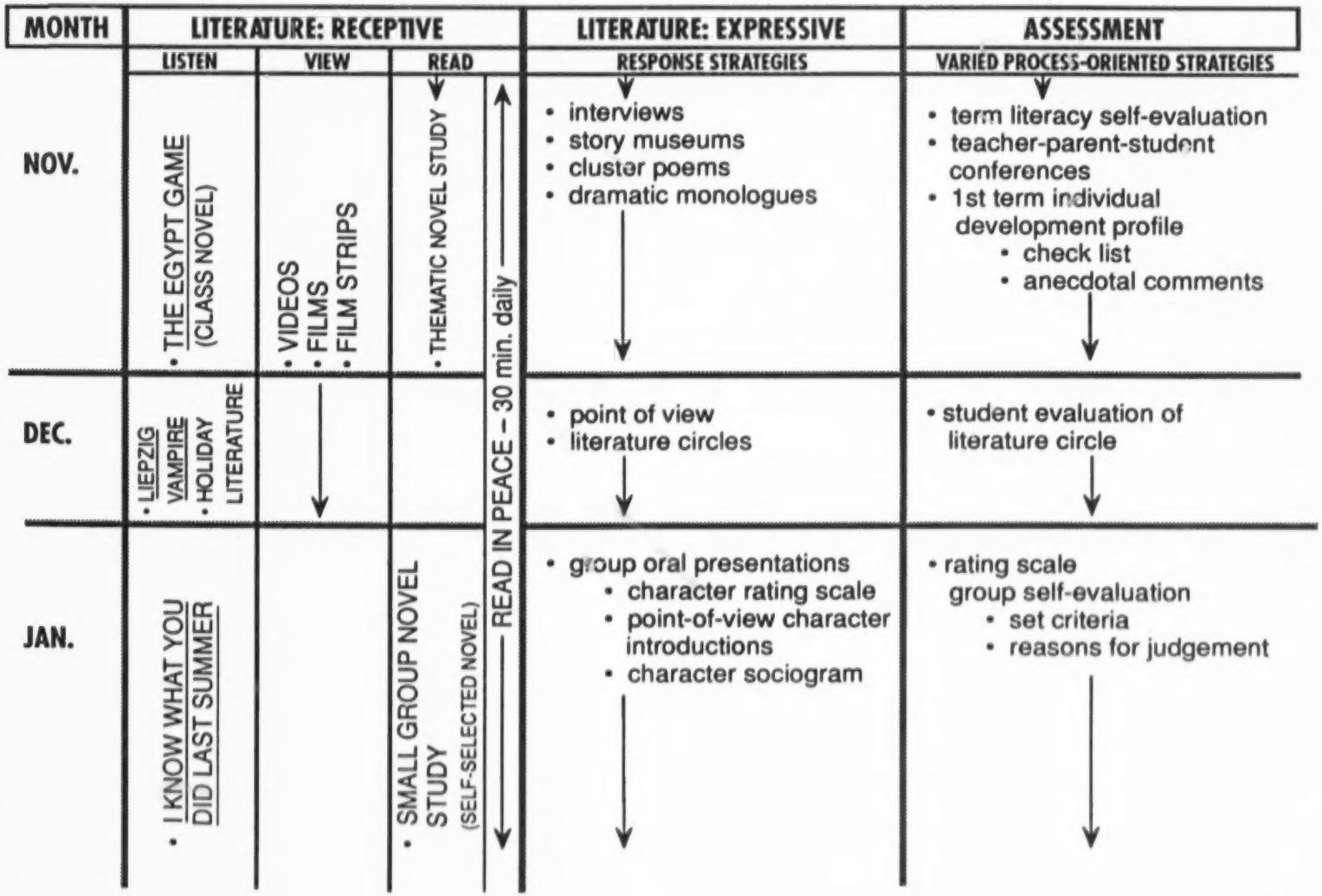
THE LITERACY DEVELOPMENT PROGRAM

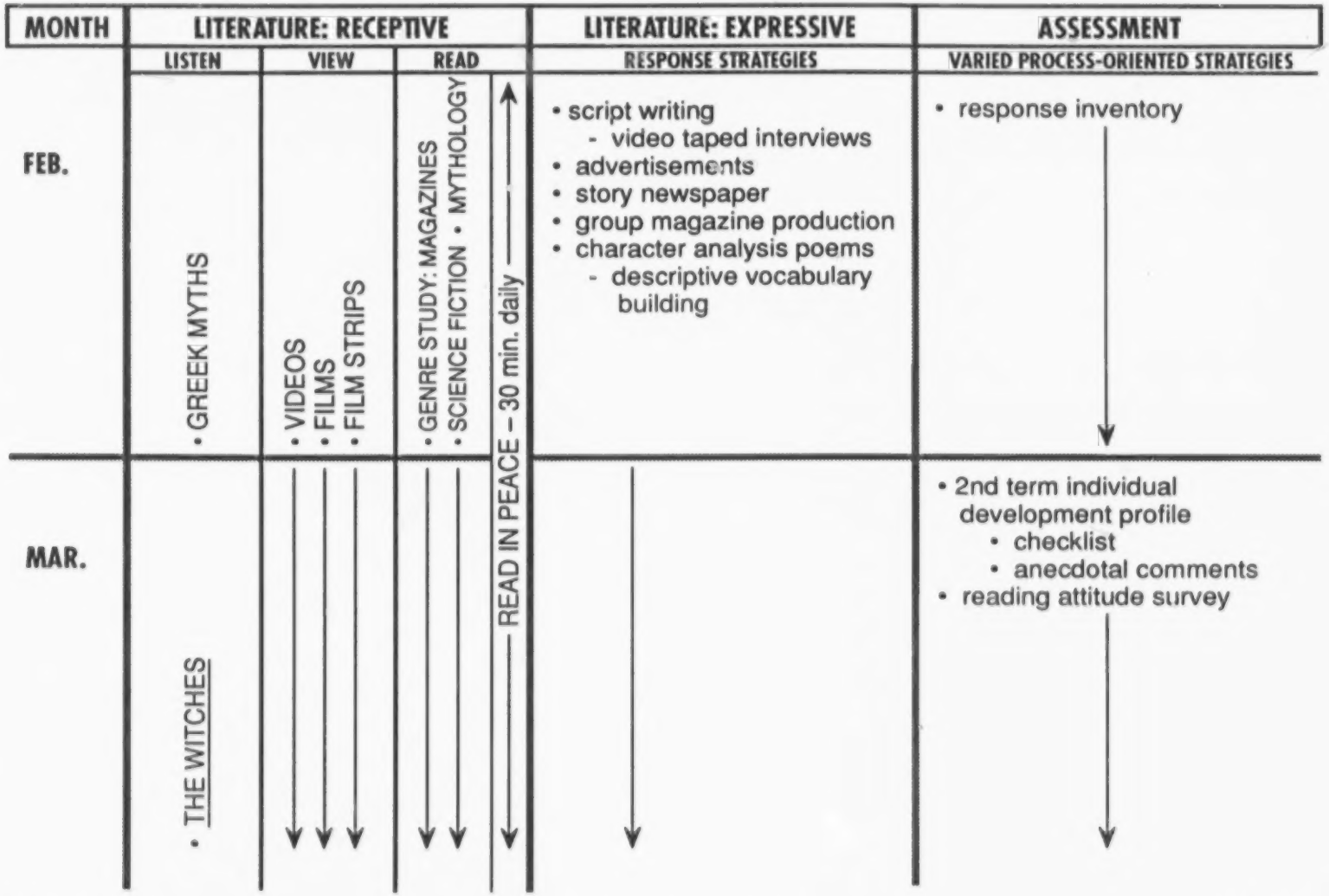


McLean/Luckhart 1990

LITERACY DEVELOPMENT PROGRAM – Years 5/6/7 – 1989-90

MONTH	LITERATURE: RECEPTIVE				LITERATURE: EXPRESSIVE	ASSESSMENT
	LISTEN	VIEW	READ		RESPONSE STRATEGIES	VARIED PROCESS-ORIENTED STRATEGIES
SEPT.	• T.V. KID - CLASS NOVEL	• VIDEOS • FILMS • FILM STRIPS		READ IN PEACE – 30 min. daily	• story ladder • predicting • rating scale • webbing • clustering	• reading attitude survey • portfolio • reflections - reading log - personal response log • drafts • final copies • journal • personal writing folder • self-evaluation
OCT.	• BINGO BROWN		THEMATIC NOVEL STUDY - Ind.Choice		• story analysis • plot strip • comparison - characters - plots • poetry • art - book covers - posters • novel evaluation • individual oral presentation • story map	• teacher-student reading conferences • teacher observations • rating scale self-evaluation • videotaping


MONTH
LITERATURE: RECEPTIVE
LISTEN
VIEW
READ
LITERATURE: EXPRESSIVE
RESPONSE STRATEGIES
ASSESSMENT
VARIED PROCESS-ORIENTED STRATEGIES
NOV.
• THE EGYPT GAME (CLASS NOVEL)
• VIDEOS
• FILMS
• FILM STRIPS
• THEMATIC NOVEL STUDY
• interviews
• story museums
• cluster poems
• dramatic monologues
• term literacy self-evaluation
• teacher-parent-student conferences
• 1st term individual development profile
• check list
• anecdotal comments
DEC.
• LIEPZIG
• VAMPIRE
• HOLIDAY
LITERATURE
• point of view
• literature circles
• student evaluation of literature circle
JAN.
• I KNOW WHAT YOU DID LAST SUMMER
• SMALL GROUP NOVEL STUDY (SELF-SELECTED NOVEL)
READ IN PEACE – 30 min. daily
• group oral presentations
• character rating scale
• point-of-view character introductions
• character sociogram
• rating scale group self-evaluation
• set criteria
• reasons for judgement


MONTH
LITERATURE: RECEPTIVE
LISTEN
VIEW
READ
LITERATURE: EXPRESSIVE
RESPONSE STRATEGIES
ASSESSMENT
VARIED PROCESS-ORIENTED STRATEGIES
FEB.
• GREEK MYTHS
• VIDEOS
• FILMS
• FILM STRIPS
• GENRE STUDY: MAGAZINES
• SCIENCE FICTION • MYTHOLOGY
READ IN PEACE – 30 min. daily
• script writing
- video taped interviews
• advertisements
• story newspaper
• group magazine production
• character analysis poems
- descriptive vocabulary building
• response inventory
MAR.
• THE WITCHES
• 2nd term individual development profile
• checklist
• anecdotal comments
• reading attitude survey

APPENDIX I

HIGHLIGHTS FROM THE LITERATURE RELATED TO LITERACY DEVELOPMENT

SELECTED HIGHLIGHTS FROM THE LITERATURE RELATED TO LITERACY DEVELOPMENT

I. DEFINITIONS OF LITERACY

To be fully literate is to have the disposition to engage appropriately with texts of different types in order to empower action, feeling, and thinking in the context of purposeful social activity. (Wells, 1989)

Genuine literacy implies using reading, writing, thinking, and speaking daily in the real world with options, appreciation, and meaningful purposes in various settings, and with other people. An actively literate person is constantly thinking, learning, and reflecting, and is assuming the responsibility for continued growth in personal literacy. (Routman, 1988)

Literacy is not a set of skills or a finished state; it is an attitude toward the world which makes learning to read and write both possible and productive. Literacy is important in enhancing the power of imagination, extending the limits of thinking, transforming ideas, and raising social awareness. (Smith, 1989)

II. ACQUISITION OF LITERACY

Literacy is best achieved through demonstration and collaboration. In the "literacy club" composed of a child's family, friends, and teachers language learning is ongoing, purposeful, meaningful, and easy. Children learn from watching and listening to those more expert members of the club they wish to emulate in an environment free of risk. (Smith, 1988)

Through creative, interactive experiences with language and literature that synthesize the language of the child with the language of the classroom, students are led toward the most functional type of literacy. (Lund, 1986)

Literate behaviour is learned most effectively by children through participation in meaningful joint activities in which their performance is assisted and guided by a more competent member of the culture. (Rogoff, 1989; Tharp and Gallimore, 1989)

The "apprenticeship" model emphasizes that the mental functions associated with literacy are learned through demonstration, guided participation, and task-related talk with parents, teachers, and more competent peers. (Vygotsky, 1978; Cole, 1985)

III. IMPLICATIONS FOR CURRICULUM AND INSTRUCTION

A. In General

New trends in literacy development should be reflected in instructional practice by focusing on comprehensive strategies, by providing a wider range of reading materials than just basal texts, by increasing the time for independent reading of student-selected materials, and by giving more opportunities for combining or integrating the language arts. (Kline, 1988)

A review of the theory and research on the teaching of language suggests that an effective learning environment would have these characteristics: *Ownership*, students have something of their own to say and are encouraged to create their own meanings; *Appropriateness*, the program builds upon skills that students already have and helps them accomplish what they could not accomplish on their own; *Structure*, the instruction makes students aware of the task demands and guides them through the activities with supportive

dialog; *Collaboration*, the teacher and the students collaborate in developing an appropriate environment and sharing insights; *Internal control*, the teacher attempts to transfer control to the students so that they are not dependent upon the teacher, removing the "scaffolding" gradually. (Langer and Applebee, 1987)

B. Reading

The very essence of reading—understanding, familiarity with vocabulary, recognition of style and syntactic structure—argues forcefully for a more naturalistic approach to comprehension development: through the activity of reading itself extensively and over time. (Manning, 1988)

The more varied the literacy fare provided for students, the greater its potential as an educationally liberating force. (Rosenblatt, 1976)

Reading, discussing, and writing interpretations of self-selected materials entice children to learn. (Goodman et al., 1987)

If we assume that language is a tool for making meaning, providing a broad range of literature in the classroom is of critical importance because literature is centrally concerned with exploring and defining the value and meaning of human experience. (Gambell, 1986)

Reading large numbers of children's literature results in gains in vocabulary and reading achievement. (Dickinson, 1987)

Providing time for uninterrupted personal reading and discussion seems to be very effective in promoting interest in reading and fostering reading achievement; listening to pupils read orally did not seem to be an effective use of time. (Fillion and Brause, 1987)

Teaching students to use certain meta-cognition strategies seems to improve reading comprehension: set a purpose for reading; activate prior knowledge; predict outcomes; generate questions; construct text-relevant images; use metaphors and analogies; summarize. These strategies should be taught in language students understand, and the emphasis should be on helping students internalize those strategies and use them flexibly. (Paris, Wixson, and Palincsar, 1986)

The best reader response is personal, active, and imaginative and gives information about the unique reader rather than the objective text. (Butler, 1987)

The response to the story is best when it comes directly from the reader. Personal responses to literature lead to deeper and richer understanding, stir the imagination, encourage creative use of materials, promote higher level thinking skills, and utilize the special abilities of each young person. (Halpern, 1987)

C. Writing

Children learn to write by writing for many purposes, on topics of their own choice, and for audiences that they select. (Newman, 1987)

A reading experience, when coupled with exploratory writing, becomes a reciprocal, mutually enriching process whereby writing reflects back on and modifies the initial interpretations. Under nurturing classroom conditions, the two activities continue, hand-in-hand, as students discover the power personal writing holds for developing life-long readers who get better at reading the more they write. (Van De Weghe, 1987)

IV. Implications For Assessment

Performance sample methods (e.g. student portfolios) along with observational methods (e.g. narrative accounts, inventories, checklists) are promising approaches to more process-oriented evaluations. (Teale, 1988)

Principles of assessment grounded in a whole language perspective should have the following characteristics: assessment should be part of instruction; its methods and instrument should be varied; assessment should occur continuously; should resemble regular classroom activities; it should be developmentally and culturally appropriate. (Teale, Hebert, & Chittenden, 1988)

Evaluation techniques must be "authentic" or congruent with our philosophy and practices. Important features of "authentic" assessments are: they offer known tasks or representative challenges; they recur within the classroom setting; are enabling to the learner, emphasize self-assessment, are criterion- rather than norm-referenced; and can be attempted by all students. (Wiggins, 1989)

A student portfolio containing diverse work samples and self-evaluations of chosen work samples is an important assessment tool. Portfolio-based assessment is process-oriented, encourages a classroom climate of reflection, provides ongoing examples of the learning process in action, and helps to foster a developmental point of view. (Palmer, 1989)

The spontaneous personal response in written, spoken, or representational forms is the clearest testimony of student growth. (Dixon, 1987)

The teacher should encourage each child to continually self-evaluate his/her strengths, improvements, and difficulties. This approach increases the student's sense of independence and power as he/she learns to direct and take responsibility for personal learning. (Johnston, 1987)

The best possible assessment of reading and writing would seem to occur when teachers observe and interact with students as they read authentic texts and write for real purposes. As teachers interact with students they evaluate the way in which students construct meaning, intervening to provide support or suggestions when the students appear to have difficulty and assisting pupils in moving to their next level of learning. (Valencia & Pearson, 1987)

We must constantly remind ourselves that the ultimate purpose of evaluation is to enable students to evaluate themselves. (Costa, 1989)

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APPENDIX J
CLASS NEWSLETTERS

Charles Dickens Elementary School

TERM LEARNINGS— November, 1989

LITERACY

We have been developing literacy skills through reading, viewing, and listening to varied forms of literature.

We have been responding to literature using a variety of written, spoken, and representational strategies.

- Story ladders
- Predictions
- Rating scales
- Webbing
- Clustering
- Plot lines
- Plot strips
- Story analysis
- Story maps
- Story museums
- Journal responses
- Poetry
- Oral presentations to an audience
- Artwork

SOCIAL STUDIES

We have been learning —

- To construct maps using legends and appropriate geographical terms
- To collect, organize and interpret data from an atlas
- To name and place the continents and oceans on a world map
- To collect, graph, and interpret demographic data related to our class

SCIENCE

We have been learning —

- To gather and organize information from a variety of sources (e.g. books, encyclopedias, films, pictures)
- To make notes in point form as part of the research process
- To present research information in final form (e.g. animal research card, food chain mobile)
- To make informed decisions through discussions, games, role playing, and debates

MATH

We have been learning —

- To interpret and construct co-ordinate, bar, circle, broken line, and pictographs
- To solve word problems by using a three step model (THINK, PLAN, DO) and by applying new strategies (e.g. act it out; make a list, tally, or chart; draw a picture; guess and test)
- To process whole numbers (+, -, x, +) using an individual computational skills kit

P.E.

We have been learning —

- Co-operative games
- Skills of soccer and volleyball
- Warm-up techniques

ART

We have created —

- Face profiles in silhouette
- Group banners
- Imaginary island maps
- Graph paper pictures
- Symmetry drawings
- Sponge paintings
- Leaf print paintings
- Paint blot creatures
- Plastercene pictures
- Paper cuttings
- Designs/pictures woven in wool
- Imaginary animal sculptures from recycled materials
- Hallowe'en decorations and mural
- Tangram animals, objects, people

OUTPUTS

Every morning we choose from the following activities to enrich our learning experiences and develop decision-making and social skills —

- Reading in the school library
- Buddy reading with ESL students
- Construction
- Board games (e.g. chess, scrabble, monopoly)
- Art (e.g. sketching, painting, weaving, sculpting)
- Study
- Computers (computer literacy, word processing, keyboarding skills, problem solving programs)
- Graph construction
- Mazes
- Outdoor activities (e.g. pavement art, basketball)
- Primary class helpers
- Beadwork
- Cooking

SOCIAL SKILLS

We have been learning —

- To work independently
- To work with partners
- To work in a small group
- To be productive and to let others be productive
- To provide service to our class and school (e.g. patrol, juice monitors, peer helpers, class monitors)
- To value the individual strengths and differences of classmates

SOME THOUGHTS ON THE ASSESSMENT OF STUDENT LEARNING

What do we know about the nature of learning?

- Learning requires the active participation of the learner.
- Children learn in a variety of ways and at different rates.
- Learning is both an individual and social process.

What is the definition of assessment?

- The ongoing, systematic process of gathering evidence of what a child can do.

What are the purposes of student assessment?

- To improve student learning.
- To monitor a child's progress over time.
- To describe the performance of each child
- To diagnose learning difficulties.

What are the key principles related to the assessment of student learning?

- The focus of assessment should be on what a student knows and can do.
- A variety of assessment methods should be used.
- Student learning should be assessed frequently and regularly.
- Assessment should be an integral part of all classroom learning activities.
- The assessment process should emphasize the development of self-evaluation skills.
- Ongoing examples of the learning process in action should be provided (eg. teacher anecdotes, student records, and work samples).
- Assessment practices should be chosen which are appropriate for the developmental level of each student.

How is information gathered to assess the progress and development of your child?

- Teacher observations (e.g. checklists, anecdotal comments, rating scales)
- Pupil-teacher conferences
- Portfolios of student work samples (language arts, socials, science)
- Student log of books read
- Student log of reading responses
- Student journal
- Student writing folder
- Student math duotang
- Oral representations (e.g. student participation in discussions, presentations to an audience)
- Visual representations (student artwork, models, constructions)
- Student self-evaluations

At the parent-teacher-student conference later this month, how will information about the degree and pace of your child's growth in knowledge, skills, and attitude be reported?

- Individual Development Profile (see attached sample)
- Portfolio of pupil records and work samples
- Student self-evaluations

TERM LEARNINGS — April, 1990

LITERACY

We have been developing literacy skills through reading, viewing, and listening to varied forms of literature.

- novels
- short stories
- myths
- poetry
- newspapers
- magazines
- films/filmstrips
- videos

We have been responding to literature using a variety of written, spoken, and representational strategies.

- Story ladders
- Predictions
- Rating scales
- Webbing
- Clustering
- Plot lines
- Plot strips
- Story analysis
- Story maps
- Story museums
- Journal responses
- Poetry
- Oral presentations to an audience
- Artwork
- Comparisons/contrast
- Alternative points of view
- Character sociograms
- Dramatic monologues
- Book reviews
- Class magazine
- Advertisements
- Vocabulary building
- Research
- Debates
- Literature circles
- Interviews/surveys
- Pupil/teacher conferences
- Self and group evaluations

SOCIAL STUDIES

We have been learning —

- To interpret information about the Canadian legal system from varied sources (e.g. guest presentations, films, videos, field trips)
- To analyze the structure of the justice system
- To define legal terms
- To describe legal roles (e.g. police, crown/defense counsels, judge, jury)
- To apply legal knowledge in preparing for a mock trial
- To interpret the Young Offender's Act and the Canadian Charter of Rights and Freedoms
- **Guest Presentations** — crown counsel, legal education coordinator, policeman, forensic specialist, counsellor from Willingdon Detention Center, multicultural worker, curator of Police Museum
- **Field Trips** — Provincial Court, Police Museum, Supreme Court

SCIENCE

We have been learning —

- To understand the scientific principles associated with bird and mechanical flight
- To make detailed accurate observations of bird flight, bird bones, and feather structures
- To test hypotheses by doing experiments (e.g. air pressure, flight principles)
- To record data in written and representational forms (e.g. reports, charts, graphs, diagrams)
- To make inferences from observations and experiments
- To summarize adaptations of birds for flight
- **Field Trip — Science World and IMAX Theatre**

MATH

We have been learning —

- To appreciate the value of standardization in units of measure
- To measure time, temperature, weight, area and volume using metric units
- To use measurement tools (e.g. thermometers, scales, stop watches, metric containers)
- To solve measurement problems
- To conduct measurement experiments
- To process whole numbers, fractions, and decimals (+, -, x, +) using an individualized computational skills kit
- To use calculators to solve large number problems and to discover number patterns
- To apply knowledge of card conventions, vocabulary, winning strategies, and rules to varied card games

P.E.

We have been learning —

- Warm-up techniques
- Co-operative games
- Orienteering
- Skills of gymnastics, basketball, and skating

MUSIC

We have been learning —

- To listen with appreciation to varied forms of music
- To create music with rhythm and melody instruments
- To compose a musical score

ART

We have created —

- Personal shields
- Wintertree scenes in pastels
- Leaf print designs
- Pencil sketches using shading and corss hatching
- Tissue paper designs
- Paper snowmen on a group chosen theme
- Toothpick and pea mobiles
- Paper sculptures
- Origami cranes
- Paper maché flight sculptures
- Aerial viewpoint murals

OUTPUTS

Every morning we choose from the following activities to enrich our learning experiences and develop decision-making and social skills —

- Reading in the school library
- Board games (e.g. chess, monopoly, scrabble) and card games
- Art (e.g. sketching, painting, sculpting, making room decorations)
- Study
- Computers
- Outdoor activities (e.g. soccer , basketball)
- Primary class helpers
- Beadwork
- Microscopes
- Word Search (Animalia)
- Listening Post (story tapes)
- Tangram Puzzles

SOCIAL SKILLS

We have been learning —

- To work independently
- To work with partners
- To work in a small group
- To participate in a weekly class meeting
- To chair a weekly class meeting
- To be productive and to let others be productive
- To provide service to our class and school (e.g. patrol, library monitors, class monitors, juice monitors, peer helpers, referees)
- To value the individual strengths and differences of classmates

APPENDIX K

BULLETIN BOARD DISPLAY

LEADING THE WAY TO LITERACY
We value
LITERATURE
CHILDREN'S
TIME
TO
READING ALOUD
TO CHILDREN

APPENDIX L

PROGRAM FROM CHALLENGE AND OPPORTUNITY CONFERENCE

PROGRAM

CHALLENGE AND OPPORTUNITY CONFERENCE

MAY 24, 25, 26, 1990

UNIVERSITY OF BRITISH COLUMBIA

PROGRAM OBJECTIVES

1. TO INTRODUCE THE REVISED YEAR 2000 DOCUMENT.

2. TO INTRODUCE THE DRAFT INTERMEDIATE AND GRADUATION DOCUMENTS FOR DISCUSSION.

3. TO INTRODUCE THE REVISED PRIMARY DOCUMENT.

10:30 PROGRAM OVERVIEWS (*) Of interest to Primary and Intermediate

PRIMARY
(Lasserre Building)

- Primary Program Review
  (Room 102)
  - Primary Program Team
  - Maureen Dockendorf
  - Susan Close
- Sharing Voices:
  Assessment and Evaluation
  (Room 107)
  - Marilyn Chapman
- (*) Sharing Voices:
  School Organization
  (Room 104)
  - George Rooney
  - Anne Luckhart
  - Linda McLean
- Sharing Voices: Play
  (Room 205)
  Darlene Forrest
- (*) Sharing Voices: On Thinking
  (Room 105)
  - Sheila Borman

INTERMEDIATE
(Buchanan Building)

- Intermediate Program Overview
  (Room 100)
  - Intermediate Program Team
- Intermediate Program Overview
  (Room 102)
  - Intermediate Program Team
- Intermediate Program Overview
  (Room 104)
  - Intermediate Program Team
- Intermediate Program Overview
  (Room 106)
  - Intermediate Program Team

GRADUATION
(Law Building)

- Graduation Program Overview
  (Room 101)
  - Graduation Program Team
- Graduation Program Overview
  (Room 102)
  - Graduation Program Team
- Graduation Program Overview
  (Room 201)
  - Graduation Program Team
- Graduation Program Overview
  (Room 157)
  - Graduation Program Team
- Graduation Program Overview
  (Room 169)
  - Graduation Program Team

11:30 a.m. "Challenges and Opportunities in Implementing the Graduation Program"
(Rooms 101/102)
Dr. Ruben Nelson / Bill Spady

12:00 LUNCH (Student Union Building)

Note: Meal tickets must be presented to the Cashier, or participants will be required to pay full cost.

1:30 FOCUS SESSION #1

(*) Of interest to Primary and Intermediate
(@) Of interest to Primary, Intermediate and Graduation

PRIMARY
(Lasserre Building)

- **Primary Program Review**
  (Room 102)
  - Primary Program Team
  - Maureen Dockendorf
  - Susan Close

- (*) **Sharing Voices: Parents As Partners**
  (Room 105)
  - Beryl Goodall

- **Sharing Voices: The Primary Program and Special Needs Students**
  (Room 107)
  - Liz Hamblett
  - Brenda Simmonds

- **Sharing Voices: Implementing the Primary Porgram - A Portfolio of Authentic Evidence**
  (Room 205)
  - Pat Dooley
  - Trudy Andrews

- **Sharing Voices: Dual Entry**
  (Room 104)
  - Ross Dickson
  - Cheryl Hearn
  - Susan Carroll

INTERMEDIATE
(Buchanan Building)

- **Foundations**
  (Room 100)
  - Intermediate Program Team

- **Implementation**
  (Room 102)
  - Intermediate Program Team

- **Curriculum and Assessment "A"**
  (Room 104)
  - Intermediate Program Team

- **Curriculum and Assessment "B"**
  (Room 106)
  - Intermediate Program Team

- (@) **Implementing the Recommendations of the Royal Commission: The Work of the Native Education Branch**
  (Room 219)
  - Brian Domney

- **Special Needs: Enabling All Children Within the Intermediate Program**
  (Room 221)
  - Barbara Smith
  - Nancy Carson
  - Peter Stein

- **So What is Important About Teaching Thinking?**
  (Room 200)
  - Faye Brownlee

(Continues Next Page)

GRADUATION
(Law Building)

- **Curriculum & Gen. Studies**
  (Room 169)
  John FitzGibbon
  - Tarry Grieve
  - Albert Pasqualotto

- **Assessment, Evaluation and Reporting**
  (Room 201)
  Peter Savage
  - Doug Hodgkinson
  - Bill McKerlich
  - Bill Spady

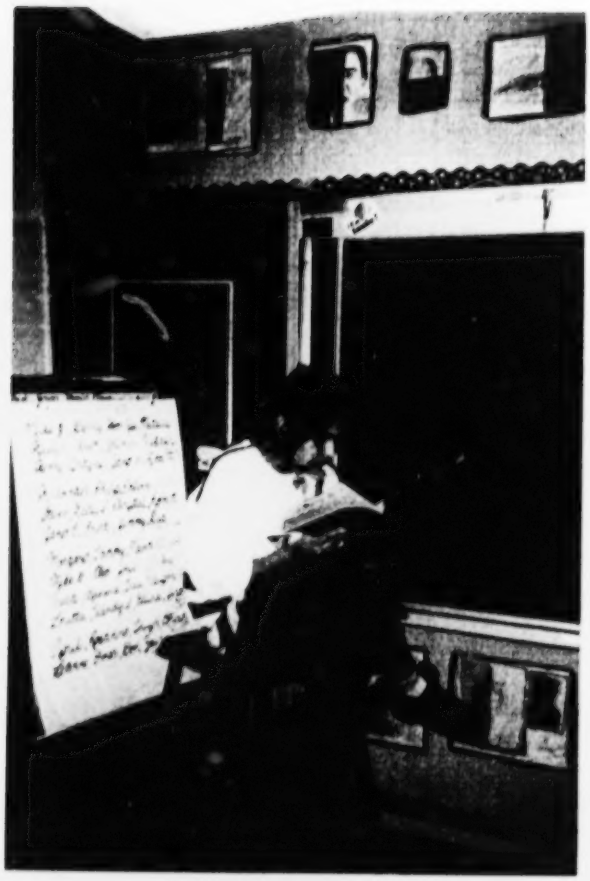
- **Program Organization**
  (Room 157)
  Dave Watkins
  - Lan Hall
  - Jack Holt
  - Dave Estergaard

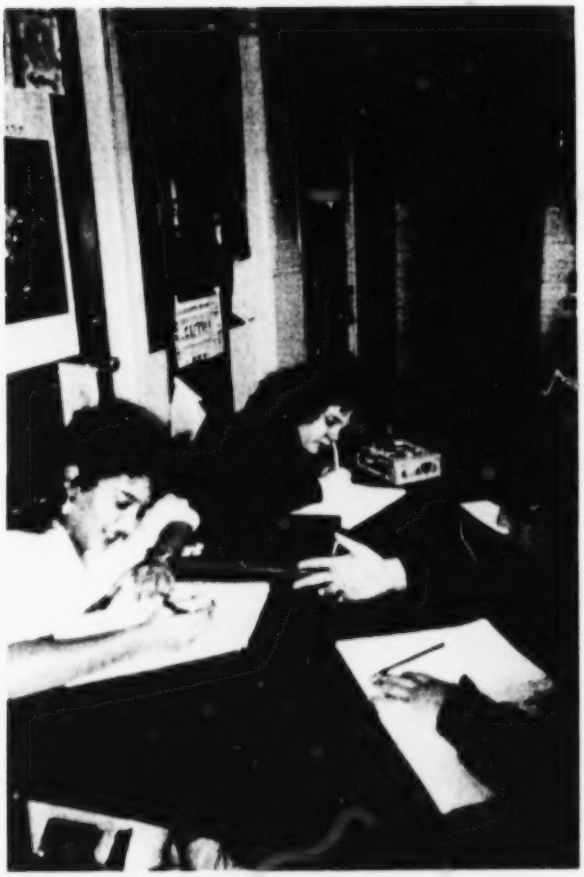
- **Selected Options**
  (Room 101)
  Gordon Shead
  - Norm Gleddoe
  - Velma Haslin

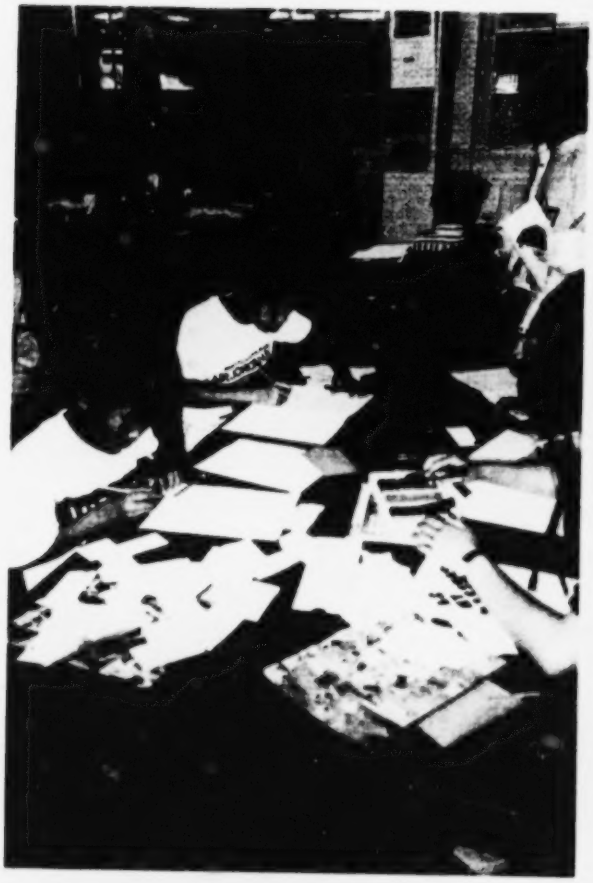
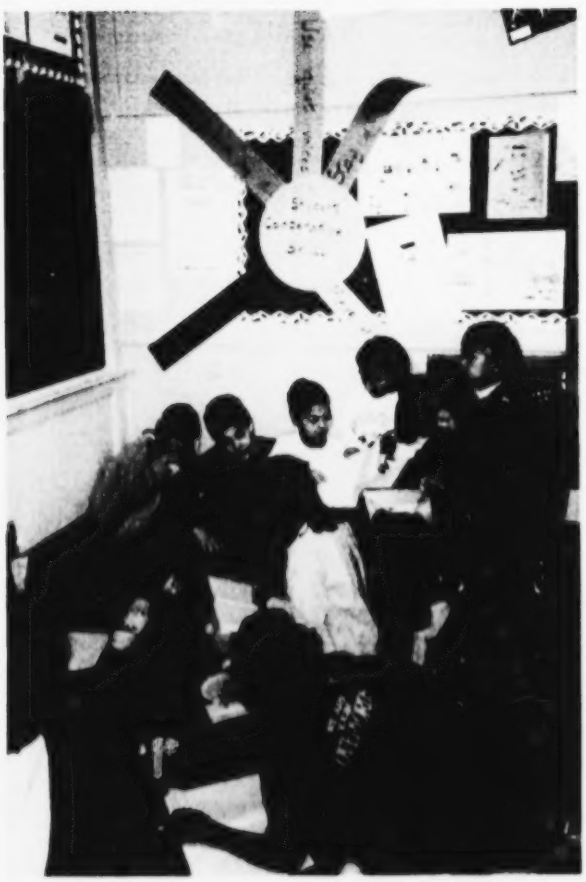
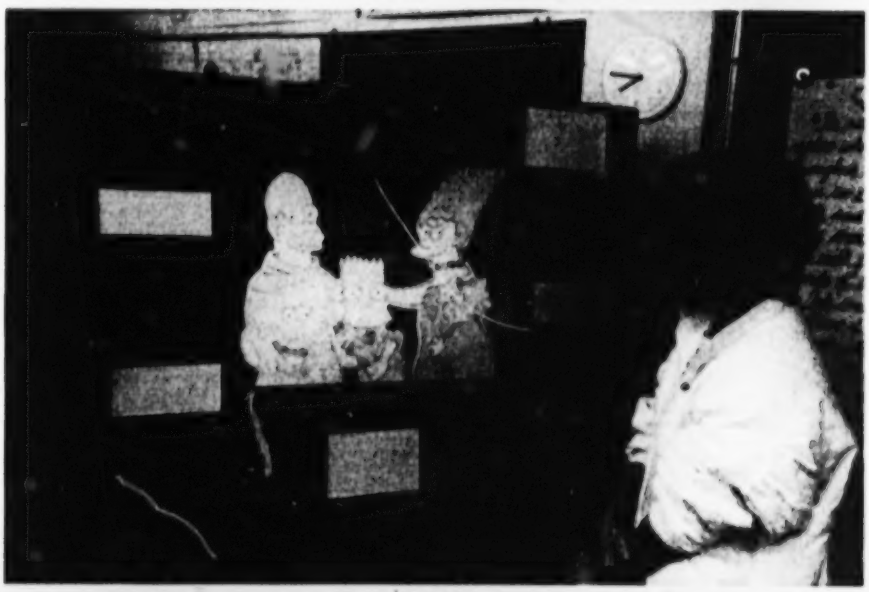
- **Career Development and Student Support**
  (Room 102)
  Bobby Gill
  - Maynard Embree
  - Allan Money

APPENDIX M

PHOTOGRAPHS OF THE CLASSROOM "LITERACY CLUBS" IN ACTION







Heracles